

THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

VOLUME LII., No. 10.
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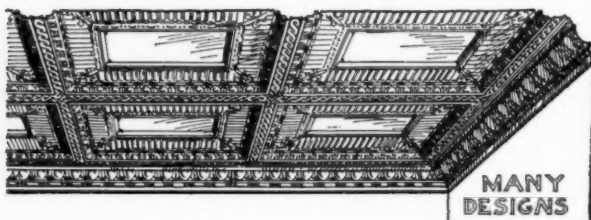
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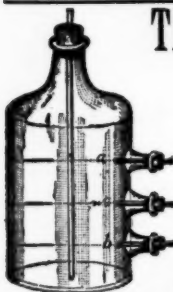
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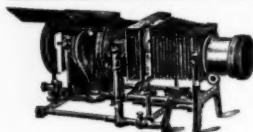
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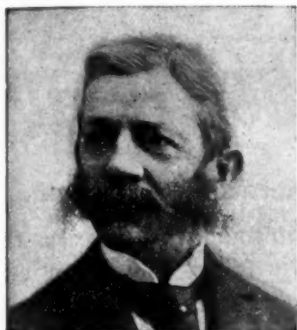


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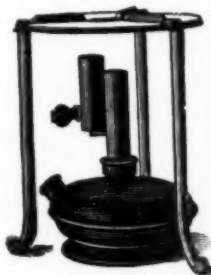
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LII.

For the Week Ending March 7.

No. 10

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The business department of THE JOURNAL is on another page.

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Functions of School Boards.

There are two theories as to the proper functions of a school board. One is that it should simply be responsible for the business management of the schools; it should determine how many and what kinds of school-houses shall be erected, select their sites, see that they are provided with all necessary appurtenances and accommodations, determine the number and salaries of the teachers and prepare the annual budget for school expenses. If the functions of the board are thus defined, leaving to another tribunal the appointment of a superintendent and the choice of teachers, it should be composed of liberal, high-minded business men of public spirit and unquestionable integrity. If it add to this function of business control that of the choice of teachers, the selections of text-books and the assignment of a course of studies, quite other qualifications are essential.

This fact is not sufficiently recognized. Our children have a right to be protected from unsanitary conditions in the school-room. In the planning of the school-house, architects should have and follow the advice of a competent sanitary engineer, whose duty it should be to see that one provision is made for comfortable seats and sufficient means of lighting and ventilation.

There is still a woeful amount of ignorance on these matters among our builders, notwithstanding all that has been said during the past generation. Probably there is nowhere greater attention paid to ventilation than in the construction of our school-houses, yet the results are often far from satisfactory. The average contractor and builder has ideas upon this subject that are far from scientific, and he is the most dogmatic and unteachable of bipeds as a rule. Without a proper ventilation of the school-room, even the best of teaching will fall upon dull ears and obtuse sensibilities.

Brooklyn, N. Y.

LEWIS G. JAMES.

Superintendents are everywhere encouraging their teachers to make careful, kindly, sympathetic study of each child, that they may know best how to guide the child to his best in living and working. Has not the superintendent an equally important duty and opportunity to study each teacher with kindly purpose and tactful sympathy, to find the "lines of least resistance" and the elements of greatest individual power? When this is done, most of the other problems of supervision are easily solved.—*Irwin Shepard.*

Character-Training

Through School Work.

By J. A. REINHART.

The training of the character through the work of the common school is not a supposition but a fact. It is very desirable that more and more it should become the conscious aim of every instructor in the common school system from the kindergarten to the state university.

Now that character-training, moral-training, if you choose, is a legitimate function of the school, can not admit of question. From the foundation of our form of government it has been the expectation of philanthropists, statesmen, and legislators that intelligence and morality fostered by this "ancient and cherished institution," the common school, would ensure the perpetuity of the republic. It is the emphatic demand of the times that those who administer our schools, superintendents, principals and teachers, should re-examine this matter and renew their interest in it.

The subject may be divided into three parts. We may consider the formation of the character of the child as affected by three things: (1) By what may be called the mechanical element in school management and instruction; (2) by the matter, form, and method of instruction itself; and (3) by the moral tone of the teacher himself.

By the mechanical element in instruction and school management is to be understood as Rosencranz points out the choosing the right time for each lesson or exercise, and the observing an exact arrangement and system in all pedagogic work. It means, in short, such things as these: Opening and closing the school, the recitation period, the lecture hour at the right time, beginning the day's work at exactly the right time, beginning and closing all exercises at just the proper time, having instinctively and as a matter of principle in one's self as an instructor, the characteristic of punctuality, order, progressiveness, and system. To be prepared for one's teaching period, to be intellectually prepared, to have at hand all illustrative apparatus and other needed material, and at the appointed time to be fully ready to commence work, and thus requiring that all your students shall be equally prepared and ready—to be this uniformly, what a wonderfully educative influence it is! To promptly resume class work immediately after any general exercise, or change of classes to waste no time in merely keeping students busy, but to use all time in educative work, this is to begin to build character. Punctuality, regularity, progressiveness, and system constitute, therefore, the mechanical morals of the school-room, and, as Dr. Wm. T. Harris says, furnish a training in self-control and obedience to rule that forms the basis of all higher spiritual morality. "Attention to these principles," he remarks, "often seems a waste of energy; but it tells on the moral character as nothing else does and makes his future life far more successful." It follows then that all these details of punctuality, order, and system have a moral value. Their perfection in the school is necessary to the formation of character. They are indispensable in the influences which the school should exert.

I turn now to consider the moral effects of instruction itself. The most illuminating phrase coined by any thinker is the dictum of the Herbartian school—the

moral revelation of the world through the common branches. This means that the elementary studies, reading, literature, history, geography, natural science, and arithmetic, may be so presented and so progressively taught in the various grades of the elementary school as gradually to reveal to the consciousness of the child, the moral order of the universe, and to train him in righteousness. To unfold this is not my purpose; rather, some particular applications of the general principle.

Notice, first, that clearness of apprehension on the part of the pupil, clearness of understanding in what is taught is absolutely essential; self-respect and sense of power. This sense of clearness, as instruction proceeds is often lost by irregular attendance. In many other cases pupils are lost to the school through lack of interest caused by their failure to clearly see and plainly understand their school work. Loss of the perception of sequence and dependence follows—the pupil does not see how things hang together, how they depend on each other. The ultimate result is that he falls behind his class, is for years found in a lower grade than his age calls for, is in consequence discouraged, dispossessed of self-respect, shorn of moral power. Truancy, is likely to follow, trouble at home, and ultimate withdrawal from school. On the other hand, when by the pupil's clearness of perception, interest is evoked, he comes to a sense of power and self-respect, and cheered by the sense of progress and advance, through respect for school and teacher, grows into moral strength and power. It is the duty of heads of schools and teachers to get the duller pupils on, to teach with the greatest thoroughness, all the work of the lowest grades, and to bring out the duller and older pupils of these grades into a clear consciousness of knowledge, to an interest in life, into a sense of personal power. In no way can principals of schools do themselves so much honor and the community so much good than by an enthusiasm for that minority of dullness and stupidity, so called, which is in many cases not natural but acquired, not inherited but produced. Let the school show its moral power, its capacity for producing goodness in laggards, and in the vicious, if such there be. One teacher in one of our evening schools has this winter, transformed into gentlemanly students three young men, who, at the beginning of the term were turbulent, recalcitrant, destructive. The schools of New York, Brooklyn, and the half dozen suburban cities near them must number among their thousands of teachers many Christian men and women whose hearts the Lord has touched and inflamed with the spirit of missions. Begin on the backward, uncouth and unlovely among your pupils. Have faith in them and their opening and increasing lives will rise up and call you blessed!

In the second place, it is to be observed that some studies, for example, literature and history from the first year grade with increasing emphasis up to the highest, bring before the mind, those pictures of prudence and recklessness, sagacity, and dullness, self-surrender and self-seeking, out of the contemplation of which the pupils' consciousness of good or ill-desert arises. The stories and traditions of the heroic period of each nation, whether that nation be the American Republic, England, or Holland, have in them a divine virtue. The Washingtons and the Franklins of the one, the Arthurs and Alfreds of the second, and the Egmonts and the William the Silents of the last have an inevitably exalting and purifying power on youthful hearts when warmly and patriotically represented.

Again it is to be observed as noticed in the Report of the Committee of Fifteen, that the higher moral qualities of truth-telling and sincerity are taught in every class exercise that lays stress on accuracy of statement. In natural science teaching, the habit of exact observation, and the suspense of judgment necessary until a full series of observations is made has a large moral value.

Of character training as the resultant of the moral

tone—of the specific moral gravity of the teacher much has been strikingly said—more than has been lived up to. It remains fixed, however, that the common school teaching has an opportunity unique in place and time. We are fortunate in knowing how the great English and American teachers impressed their pupils. Dean Stanley has told us how Dr. Arnold's face grew dark when those lessons came on wherein the crimes of Cæsar and Napoleon were alluded to; Miss Peabody has narrated how Bronson Alcott took the punishment that rightly belonged to the bully of the school and thus broke down the proud will of his insubordinate scholar; and, thanks to Kate Douglass Wiggin, we are in no doubt as to faithful influence of kindergartners on the strays and waifs of our city streets.

To us may grace be given that each in his humble way may in *this spirit* do his work.—

No trumpet sounds,

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Paterson, N. J.

Prepare for the First Day.

By W. C. HOBSON.

Nothing is more indicative of success or of failure than the first day. That trial passed with credit to the new teacher and the battle is half won. No other one thing will contribute so much to the success of the year's work as to have the pupils go home the first evening with the impression that the teacher is master of the situation. Neither threat nor boast will produce this feeling, but rather the reverse. It requires no skill to see the difference between an artist and a bungler when at work. The children will detect it before the clock shows ten.

No teacher wishes to fail, but many will not put forth the effort necessary to succeed. To such, this article is in vain. To those who are determined to leave nothing undone which gives hope of success, a few points may be of service.

Do not think your work does not begin until 9.00 A. M., Monday. It commences long before that in some places. Go into the district long enough before the day set for school to open to get well settled in your boarding place. From friendly talks with your directors and other patrons which you may meet, you probably will form a general idea of the condition of the district, its peculiarities, how past teachers have conducted the school and with what success, what public sentiment is in favor of and what it is opposed to.

You cannot revolutionize a district in one short term, especially if you are a young teacher. You must consider the direction of the wind when you sail a ship.

In the meantime, a number of the larger pupils may be met and from them you can learn the number of classes, who are in each class, and how far the several classes are advanced. The last teacher should have left a complete record, but too often it is not done.

Do not wait to be called on. Go wherever you believe the interest of your work lies. Introduce yourself if need be and state your errand. The writer has made many such calls and never yet has been met in any other way than the most friendly.

All this can be done in from two days to a week, depending on the size of the school and your previous knowledge of the work. Should you be at the head of a village or city school, more time will be required.

Do not give this time grudgingly. If you cannot forego the pleasures of those few days, you have mistaken your calling, and deserve to fail. If you are unwilling to bear that much additional expense, you will pay a heavier bill some day. School work is a jealous work, it permits no rival.

Bunker Hill, Ill.

What Is Your Ideal?

By M. L. TOWNSEND.

(Continued from THE JOURNAL of Feb. 29.)

During the five years he was at the head of the junior class he exerted an influence above and beyond his scholarship, an influence that extended not only into the senior year, but every year afterward. The product of B's work was of an entirely different kind from that of A's. As to the knowledge acquired that was not greater in quantity, but it was better arranged. There was an interest in the knowledge, a comprehension of its value, and a willingness to labor to get it.

It may be supposed that B was what is called a "born teacher," or a natural teacher; that A, on the contrary, was merely a knowledge reservoir; and that it would be impossible for the latter ever to attain the results readily attained by the former. But a long experience has taught me that the difference between the teachers, these two men stand as types of lies, first, in the conception or ideal they form as to what humanity should be, and second in the means employed to realize this ideal.

What was Jesus' ideal? A good deal different from that David had, undoubtedly, or from that Solomon had. Consider the ideal Washington must have had in his mind; consider the ideal that Harrison, Cleveland, and most of the prominent men of these degenerate days must have, judging from their actions and words. But this is opening up too wide a field. At all events B labored for something above and beyond, firmly fixing the knowledge his pupils were daily gaining; that I could see. But I was curious to know if he had a methodical plan, a system; and if he had, whether he worked steadily and persistently to attain his ends.

I intend here only to summarize the insight I gained of B's plans and methods. I will attempt to set down briefly what I discovered by conversation and by hearing his remarks and directions, my office being separated only by a board partition and his room being remarkably still, I heard almost as easily as if I had been in the same room with him.

I found he carried on daily a discussion on moral subjects—he saying little. These subjects were mostly moral, though the range was a very broad one, I found. One day it was, "Why do we come to school?" Several answered at once, "To learn." He remarked, "Is it the correct way to respond as you have? Are you not to wait until called on?" Thus sobered and taught that there was something superior to knowledge (not recognizing which I deemed to be A's fault); he repeated the question. This time there was no reply. "Let us lay the question over for the morrow," was the remark of the teacher. On the morrow at the discussion period he said, "James, how would you reply to yesterday's question?"

The discussion that followed was not remarkable; the teacher said, "We shall not be able to answer this until we can say what all are in this world for; let us take up that to-morrow." The result was that the obliteration of selfish desires was placed as the end of life.

The discussion carried on considered such subjects as truth, permanence, selfishness, righteousness, justice, suffering, death, happiness, sorrow, health, wisdom, pleasure, fear, faith, the Creator, purity, earnestness, knowledge. The effort seemed to be to elicit the opinions already formed, to encourage expression of them. He delivered no homilies nor sermons; his words were exceedingly few. Having got some settled principles in their minds all corrections were made by referring to them. A boy had taken another's pencil, had broken off the point and then laid it back. Trouble arose and the incident was discussed. "What is the matter here? It is not the pencil point. It is the selfishness of James in not restoring the pencil in good condition, and his disregard of John's feelings in not apologizing. Can we not banish self here? Let us try."

A few weeks passed, and it was apparent a new feel-

ing of respect was rising towards the school; the old complaints disappeared.

It is impossible to do justice to the work of this real master of pedagogy in such a brief summary. He reminded me of the old philosophers who discussed questions with their followers, and thus laid a pavement on which they could walk solidly and securely. Perhaps the theory of B could be expressed best in his own words, "I consider a pupil more as a thinking and reasoning being than as a knowledge imbibing being."

Orange, N. J.

Learning "Made Easy," Too Easy.

The Rev. Mr. B. R. Womack recently delivered at Sulphur Springs, Texas, a grand address on the education of youth, presenting a long line of historical facts and experience showing that superficial work in the training of children is a curse for nations. In the course of his address he gave some extracts from editorials in the Nashville *Christian Advocate* and in the *Western Recorder*, which I have copied for you hoping you will print them in THE JOURNAL. They contain a very timely warning to educators and are worth pondering over. The *Christian Advocate*, Nashville, Tenn., writes:

"We are in the age of the commonplace. Oratory has almost gone out. The popular style can not even be described as conversational: It has reached the level of the colloquial. Serious thinking is at a discount. Whatever taxes the attention of speaker or hearer is thrust aside. Can the brains and souls of such men thrive on such diet?" All of which is true; it is an awful truth! God pity! "Whatever taxes the attention of speaker or hearer is thrust aside!"

To this the *Western Recorder*, Louisville, Ky., adds:

"Evidently this generation has cut one verse out of its version of the Bible: 'Whatsoever a man soweth, that shall he also reap.' All possible efforts have been made to make education easy, and prevent children from having to study deeply. They are to be carried in the arms of their instructors, instead of walking along on their own sturdy little legs. Hence their mental muscles are flabby, and they can not concentrate their attention, nor think deeply. Children are prevented from exercising their imaginations by having object lessons and pictures of everything. They are prevented from cultivating their power of concentration and continued thought by having every subject in brief compendiums. They are prevented from cultivating their memory and their accuracy by memorizing nothing. These things make learning easy, it is said, but they do not make intellectual giants. A boy who has had his food digested for him by pepsin may give his stomach an easy time, but nature will afterward have its revenge."

"When it comes to intellectual matters, what is needed is strength, and not the ability to get around hard, close thinking. Carry a baby in the arms of its nurse twenty-one years, and that baby will not be able to climb mountains, either at that age or at 50. And the mountains are there, and some one must climb them, or woe to the race. Study ought not to be made easy to a child, but just as difficult as his strength will bear without any injury. In intellectual things, as in all others, it is everlastingly true that what is sown will be reaped. Hence the importance of considering not present ease, but future strength."

The Rev. Mr. Womack said:

"It is all true. The age is running wild after short methods, short roads, easy roads. Everything must be run by steam, so to speak. Quick and fast is the watchword. Girls are quickly young ladies. Positively there are no boys; they are all young men. We must get rich in a few years, and let the mind alone."

"There is no royal road to an education. Depend upon that. No man can get an education without making a slave of himself, not only for a short time, but for years. The scholar must be a plodder; the thinker must have time. The great mass of the American people do not know anything about thinking. We have few scholars, fewer thinkers. Cramping never made a scholar or a thinker. All this talk about 'learning made easy' is pure 'bosh.' There is no such a thing. The monks of the middle ages taught that no instruction or knowledge is desirable which can be acquired with ease and pleasure; that the process of education must be gloomy, difficult, even painful. We have revolted against that and gone to the other extreme. There are many among us this day who refuse knowledge, the rewards and joys of education, because to get it costs effort. If there is no rose without a thorn, then we will do without any rose. We forget or ignore the fact that

"Learning by study must be won;
'Twas ne'er entailed from son to son."

Truly, it is time that we teachers should learn to recognize the truth of these thoughts. We are all more or less given to look for short roads to knowledge, while our principal aim should be development of mental power.

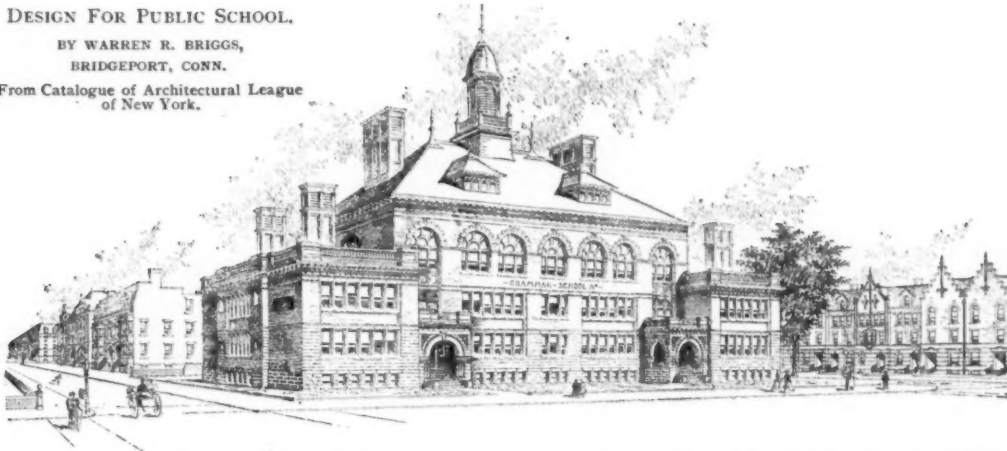
Dallas, Texas.

M. D.

DESIGN FOR PUBLIC SCHOOL.

BY WARREN R. BRIGGS,
BRIDGEPORT, CONN.

From Catalogue of Architectural League
of New York.



Board of Education vs. Milligan. Ohio, S. C., Dec. 19, 1895.

Right of Action Against School Board.—Assignability.—Payment.—Question for Jury.

1. Where sec. 3328 of the Rev. Stat. provides that any subordinate contractor who has furnished material to a principal contractor for any building for any school district, etc., may maintain an action therefor against such principal contractor and such school district jointly, etc. *Held*, that the remedy given by section 3328 is assignable.

2. In an action against contractors and a school district for lumber furnished to such contractors for a school building by plaintiff's assignor, it appeared that the contractors gave such assignor a negotiable order on the school district for a certain sum, and there was evidence that such assignor received the order as payment, and in discharge *pro tanto* of his claim. *Held*, that the question whether such assignor accepted the order as payment was for the jury.

3. When Rev. Stat. sec. 3328 provides that any sub-contractor who furnishes material to a principal contractor for the construction of any building for a school district may sue such principal contractor and school district jointly; but no judgment shall be rendered against any defendant therein, other than the principal contractor for any amount greater than the amount due from it to such principal contractor at the time of the commencement of such action. *Held*, that in such an action it is error to fail to submit to the jury or decide the question of the amount due from the district to the contractors. *Bank of Iron River, vs. Board of School Directors of Town of Iron River et al.* Wis. S. C., Dec. 17, 1895.

St. Louis School Board.—Power To Conduct Elections.—Mandamus To Compel Election.—Right of Representation.

1. If a school board is under a clear statutory duty to order an election, mandamus will lie to compel the performance of that duty.

2. Citizens who are entitled to have the locality in which they live represented on the school board may maintain mandamus to compel the school board to order an election as required by statute.

3. *Held*, that Laws of 1887, fixing the terms of members of the St. Louis school board, modified the laws of 1833, vesting the board with power to prescribe the time and manner of conducting elections, to the extent of requiring elections to be held at some reasonable time near the close of the terms of office which the former act defined.

4. The election of 1895 (Laws 1895) (special sess.) did not deprive the St. Louis board of the power to conduct elections of members of said board; and it was not excused, by reason of the registration provisions of said law, from holding the November, 1895, election to fill the places of those members whose terms, as fixed by Laws 1887, expired at that time, it appearing that the board could obtain the registry list as they existed and were in effect in August, 1895.

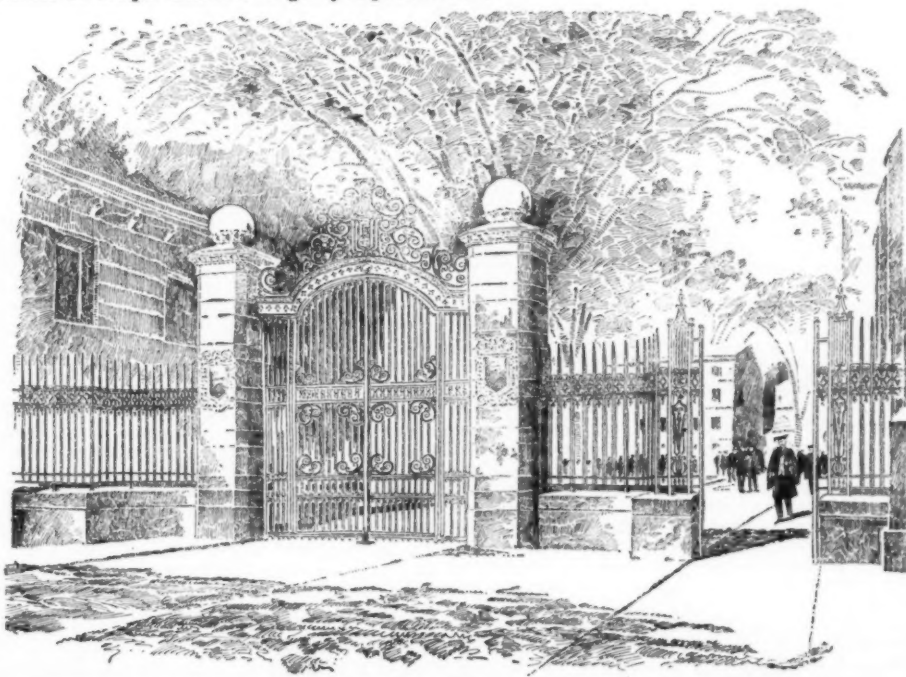
State Exrel Rutledge et al vs. St. Louis School Board et al. Mo. S. C., Dec. 10, 1895.

Notes from School Reports.

KANSAS CITY, MO.—Twenty-fourth annual report of the public schools of Kansas City. No. of white children enrolled, 16,916. No. of colored children, 2,273. Total enrollment, 19,189, a gain of 673 over last year. Average daily attendance, 13,581, a gain of 1,170 over last year. No. of teachers, 355. Average salary of male teachers per month, \$144.82; of female teachers, \$71.44. Average cost of pupils per day rated on total enrollment, 7.9c. No. of school-houses, 37. No. of school-rooms, 356. No. of pupils in high schools, 1,694. No. of pupils to teacher based on enrollment, 45.

AUBURN, N.Y.—Annual report of the board of education. Total No. of pupils registered, 3,657. Average attendance, 2,948. No. of teachers, 107. Average No. of pupils to teacher, based on average attendance, 28. Total expenditure for schools, \$92,703.14.

A teachers' training class has been conducted during the year. The compulsory education law has been enforced as well as possible with the limited resources at hand, no place being provided for the detention of truants. The military drill at the high school has been continued with general acceptance.



MEMORIAL GATEWAY, YALE UNIVERSITY CAMPUS. CADY, BERG & LEE, ARCHITECTS, N. Y.



Tardiness and Absence of Pupils.

Irregularity of attendance and want of punctuality on the part of children are subjects which continue with an exasperating tenacity to retain a prominent place on the teachers' calendar of timely discussions. The school census and compulsory attendance laws may have done something to prevent them from becoming crying evils, but have by no means eradicated them and never will. The resourceful minds of the young "hooky" players and "lates," often aided by indulgent mammas and papas, have no difficulty to get up palpable "excuses." In towns where a wagon is hired to take children to school the problem of reducing tardiness has been greatly simplified, though not completely solved.

One superintendent writes: "Our transportation scheme is an unqualified success. But there are still a few cases of tardiness, occasionally. The children who live so near to the school that they could easily walk it in five minutes are the ones who carry off the greatest number of tardy-marks. When our plan was first inaugurated the teachers all reported full attendance. Every boy and girl enjoyed the daily ride to school. But since the novelty has brushed off, the complaints about irregular attendance are coming in again."

It is clear that the success of a plan is not so much dependent on outward measures as on the school itself, on the school board, and on the teacher. Horace Mann has well shown this in his Report for 1840. His words on this subject contain much valuable advice. It would be a good plan to read extracts to the people who will assemble on May 4 to celebrate the hundredth anniversary of the birth of this greatest of American educational reformers. He wrote:

"The first thing to be done is to render the school-house, both by its external appearance and its internal conveniences a place of attraction; or, at any rate, to prevent it from being a place odious to the sight, and painful to the bodies and limbs of the pupils. The excuses and contrivances of the children to stay away from a repulsive, unhealthy school-house seem to be preventives, which Nature, in her wise economy, has provided, to escape the infliction of permanent evils.

"The teacher can do much, in various ways, to diminish the cases of absence and tardiness. When the question is debated, at the evening fireside or at the breakfast-table, whether a child shall stay at home or go to school, the child has a voice and a vote, and often the casting vote, in its decision. If he loves the school, he will be an able advocate for the expediency of attending it. If errands or any little household services are to be done, the child will rise an hour earlier, or sit up an hour later, or bestir himself with greater activity, to accomplish them, that he may attend the school. For this object, he will forego a family holiday, postpone the reception or the making of a visit, endure summer's heat, or brave winter's cold. On the contrary, if the pupil looks towards the school with aversion; if his heart sinks within him when the name of the teacher is mentioned, or his image is excited,—then every pretence for absence will be magnified, and invention will be active in fabricating excuses. In the former case, he would almost feign to be well when he was sick: here, he will feign to be sick when he is well. Hence it will very often happen, that the pleas or excuses of the pupil himself will determine the question of going or staying; and it depends primarily upon the teacher which way this steady and powerful bias shall incline.

"During the first part of the school term, and while the habits of the pupils are forming, a skilful teacher may do much towards inspiring a laudable pride in the scholars, in regard to constancy and promptness. He can cause a public opinion to be spread through the school, that absence or tardiness, without the strongest reasons, is a stigma on the delinquent, a dishonorable abandonment of the post of duty. When errors are committed, or difficulties felt, in consequence of either of these causes, he can point out the relation between the cause and its effect, and warn against a repetition. To save the feelings of a child who comes late, or after a half-day's absence, and renders a valid excuse, he can acquit him before the school of the apparent neglect. He can refer to the state of the register in a brief remark at the close of the day; taking occasion, if the attendance is full, to commend the scholars for it,—to express his regret and mortification if it is not; but always so measuring and tempering his blame and his praise, that none shall be disheartened by the severity of the former, and that the latter shall not become valueless by its superabundance. If regularity and punctuality could be secured,

during a four months' school, by expending an entire week in this way at its beginning, the loss would be repaid sevenfold before its close. If the teachers have not consideration enough to speak on these subjects to their pupils, how can they expect that the pupils, unprompted, will originate proper views concerning their importance?

"There is one act of justice which a teacher, who demands punctuality, should never fail of rendering. Let him observe the golden rule, and, when he demands punctuality of his pupils, be punctual himself,—punctual, not only in the hour of commencing his school, but in the hour of closing it. Pupils have a sense of justice on this subject: if the regular intermission is an hour, and the afternoon session commences at one o'clock, they want to be dismissed at twelve. In this respect, let the teacher bestow what he demands, and enforce his precept by his example; or, at least, when the morning or the evening hour arrives for dismissing the school, let him bring its exercises to a pause, and give his pupils an option to retire or to remain. Years of mere talk are often lost upon children, while a practical lesson is never without its effect.

"Some teachers have adopted the plan of sending, to the parents and guardians of all the scholars, weekly reports, or cards, containing an account of all cases of absence or tardiness. In some instances, these cards contain also a description of the quality of recitations, of the general deportment of the children, or whatever else the teacher desires the parent or guardian to be acquainted with.

"To secure a prompt attendance at the opening of the school



each half-day, some teachers make it their practice, during the first five or ten minutes of the school, to have an exercise in vocal music, or to relate some useful and instructive anecdote, or to read an interesting incident from a biography, or to give a description of a curious fact in natural history; or, where there is apparatus, to perform, occasionally, a striking experiment, and explain to what department of business or the arts it is related; to show the pupils, for instance, that, in an exhausted receiver, a feather falls as rapidly as a stone; that, without air, gunpowder will not burn; how a steam engine is made, or a rainbow formed.

"Why should all the curiosity of children be pent up for months, to vent itself, at last, on the occasion of raree-shows, circus-riding, or militia musters?

"The teacher ought also to visit the parents of children who attend irregularly, and kindly and affectionately to expostulate



with them on the irremediable injury they are inflicting on their offspring, both by the time they lose, and the bad habits they form.

* * * * *

"Although teachers, as a body, can do more than any other class in the community to abate the evils of inconstant and tardy attendance; although school committees can do something through the instrumentality of school regulations, and even towns can make their appropriations of money subserve the same end; yet neither of these, nor all of them united, can complete the work. The final, authoritative decision, in each case, rests with parents. They, therefore, should be appealed to with the most earnest and importunate solicitations, not to be guilty of so great cruelty to their own children, of so great injustice towards the teacher and towards their neighbors, as to cause or suffer those children, except in cases of imperious necessity, to be absent from the school a single day of the term or a single hour of the day. From time immemorial, in all schools, truants have been regarded as a high offence in a pupil; but it is difficult to see why an unnecessary absence from school at the pleasure of the child is worse than an unnecessary absence at the pleasure of the parent. The real cause of the difficulty must be, that parents are not aware of its existence, and of the manifold mischiefs it involves.

"The diffusion of a knowledge, both of the fact and of its consequences, cannot fail to produce a remedy. * * * The visitation of negligent parents by the teachers and by the committees; together with conversations held, on all proper occasions, by those who know more of the subject with those who know less,—will be rapid and effectual means of conveying information to the very individuals who need it, and must lead, in the end, to a much needed reform.

"If the school is to continue four months, and parents or guardians cannot send their children more than two or three, let them be sent continuously while they are sent at all, and taken wholly from school the residue of the time. Six weeks of constant attendance is better than three months scattered promiscuously over a four-months' school. So, if nine o'clock comes too early in the morning for punctual attendance, let the school begin at ten, or even at half-past ten. Almost anything is better for children than to form the pernicious habit of tardiness, which, in regard to the rights of others, has all the practical effect of dishonesty, and varies but a shade from it in the motive."

A Vast School Army.

The New York city board of education employs 4,194 teachers, including principals, an increase of 324 over the number employed in January, 1895. The number of pupils on register in grammar and primary schools is 185,281, an increase of 12,207 over the number reported for January, 1895.

The last school census showed the number of persons between the ages of 4 and 21 living in the city to be 448,493 (males, 222,351; females, 226,142). Of these 443,491 were of the Caucasian race; 4,942 Ethiopians; 59 Mongolians; 1 American Indian.

Attending Public Schools,	192,929
Attending other schools,	65,285
At work,	22,780
Truants,	981
All others out of school,	166,516
Total,	448,493

Of the number attending the public schools 221 were reported to be under five years of age, and, consequently, were illegally in attendance. Supt. Jasper believes that a perfect record of the true ages of pupils admitted would show a much larger number under the legal limit of age.

Of the 22,780 who were reported at work, 2,211 were between the ages of 8 and 14 years.

The 166,516 included under the heading "All others out of school" were divided according to age as follows:

Under 5 years,	25,399
Between 5 years and 8 years,	39,718
Between 8 years and 16 years,	6,949
Between 16 years and 21 years,	94,450

In reporting these statistics Supt. Jasper suggests some very practical applications of the statistics to matters of administration, and, especially, to the subject of demands for increased school accommodation. In estimating these demands he says, no consideration should be given to the number under five years of age, and that also the number over sixteen years may be omitted for obvious reasons. The solution of the question of additional accommodations will be determined by the consideration of the needs of the following reported by the census; 983 truants, 2,211 children illegally employed, 6,949 non-attendants between the ages of 8 and 16 years, and 39,718 non-attendants between the ages of 5 and 8, a total of 49,861. [See also page 269.]

Riding to School.

Now that several Eastern states have passed a law abolishing the ungraded schools, and adopting the township system, the question of transportation of pupils is assuming importance.

The manner of doing this must depend, of course, on the distance, the state of the roads, and other conditions.

Where there is a river to cross children would have to be carried by boat as well as by wagon.

In the same districts the plan of chartering the electric cars to carry the children for a consideration from the town, has been talked of. In some localities where the homes are too far from the cars this idea could not be carried out.

In Massachusetts, where system seems to be in good running order, there are three methods of gathering the children. First, the children meet at the school-house of the district, where the wagons call for them; second, the wagons call at the houses; third, the wagons pass through the principal roads, pick up the children who wait along the roadside.

In Chester county, Pennsylvania, pupils are carried in a large, comfortably fitted omnibus, which is owned by the district, and is driven by a man hired for that purpose, at a salary of \$40 per month. The children take kindly to their daily ride.



Most of the objections raised by parents, such as lack of proper oversight during the noon hour, exposure to weather, are easily met. A teacher should be detailed to remain during the noon hour to oversee the children who carry luncheon, and in most cases there would be less exposure to storm and cold than under the old régime. The main difficulty the new law has to contend with is the conservatism of parents who want everything done in the good old way.

HARRISBURG, PA.—The recently organized State Association of School Directors will present a bill to the legislature to provide for the abandonment of common country school-houses and the centralization of the schools into two or three buildings in each township. These school-houses are to have a number of rooms, and the schools are to be graded. Pupils who live at a distance from these central schools will be carried at the expense of the proper district. In Chester county the plan has been put into execution, with a result of better schools and apparatus and a financial saving. State Superintendent Schaeffer is in favor of the new system.

School Records.

By W. G. IRWIN.

The work of the ungraded school and of many of the schools of the smaller towns is greatly discommoded by the absence of any record by which the new teacher can prepare the work of the term. On this account considerable time of teacher and pupil is lost. The work of one teacher may be along a different line from that of his predecessor, for too often his individual tastes guide him in the selection of his work. In order to direct the work of the term from year to year along a definite line the school board of Mount Pleasant Township, Pa., have devised the plan here explained. They hold to the view that the end of the term is the proper time to make the classification and that the experience of the old teacher enables him to make the more correct classification. At the close of each term they require the teacher to make a special report which is furnished to the new teacher and they require him to classify his school according to the recommendations of his predecessor in his report. The plan has worked very successfully. Following is the report:

SPECIAL REPORT.

To my successor:—

I would recommend that no pupil be promoted unless indicated below.

Our motto has been "Not how much but how well." The figures below refer to each pupil number on the roll. "P" for promotion.

PRIMARY GRADE.

Chart Class.—Members, 1, 2, 3, etc.

Work.—Reading; Number; Miscellaneous. P. 1, 2, etc.

First Reader.—Members, 7, 8, 9, etc. Work.—Reading; Number; Miscellaneous. P. 7, 8, etc.

Second Reader.—Members, 13, 14, etc. Work.—Reading; Number; Miscellaneous. P. 14, 15, etc.

INTERMEDIATE GRADE.

Third Reader division.—Members, ().

Reader.—Completed; memory gems; stories, reproduced. P. ().

Fourth Reader division.—Members, (). Read to page () with memory gems. Class need much supplementary reading with study of authors P. ().

NOTE.—Third and Fourth Reader divisions can be combined in some of the following classes:

Spelling.—Primary book studied to page(). Should start at page (). P. ().

Grammar.—Primary book studied to page (). Should start at page (). P. ().

Physiology.—Primary book completed. Should review from the beginning. P. ().

History.—Primary book studied to the Revolution. Stories of important events and men told or read and then reproduced by the pupils. P. ().

Geography.—Map drawing and map questions on North America with special study of United States, South America, Europe, and Asia. Should review principles. P. ().

Arithmetic.—Primary book studied to page (). Should review from page (). P. ().

ADVANCED GRADE.

May be filled out as intermediate grade. 48 and 50 may complete the course.

Primary grade also may be explained as intermediate. Each teacher must hand this report to the board at the close of the term, stating also a place for beginning next term.

Ligonier, Pa.

The Reign of the Hektograph.

The problem of furnishing supplementary reading matter to the voracious mind of the "young idea" of to-day, is most easily solved by the use of this simple medium of reproduction, which is cheaper than any of the other "graphs" or "styles" on the market.

Moreover, it can be made by any teacher for the trifling cost of seventy-five cents:

Required:	1 pt. of glycerine	.35
	4 oz. gelatine	.20
	1 tin pan 8x12	.20

Total cost, .75

Dissolve the gelatine in a pint of cold water. Then add the glycerine. Put upon the stove, stirring that it may not burn.

When it comes to a boil pour in a shallow tin pan to cool. Beware of air bubbles and you will have a smooth, hard, sticky surface.

A shallow caramel pan with upturned edges is just what is desired in the way of a pan. Eight by twelve inches, the suggested dimensions, correspond with those of the blocks of unglazed paper sold for the hektograph.

Directions. Use hektograph ink and a coarse stub pen. See that every stroke of the pen shows a green metallic luster when dry, else the work will not "take."

Write or print the reading matter to be used and when the ink is quite dry lay the sheet face down upon the hektograph. Press gently over the whole surface with the hand or a soft cloth.

After from two to five minutes (according to the number of copies desired) gently peel the paper off. From the impression thus made, reproduce all the copies required, laying one sheet of paper on the surface at a time.

The lack of suitably graded reading matter is a source of great anxiety to the teacher still, in spite of the numerous Supplementary Readers published almost daily. In fact, the problem is so purely individual that material varies with almost every school.

But equipped with a hektograph a teacher may gather in every field, and where other resources fail she can originate her own stories and multiply her effort.

The reading matter which thus passes through the hands of the children can hardly be measured, and there is no limit to the culture obtained by contact with the best our best men and women have said, on all the varied subjects of the modern course of study.

So at the risk of purple fingers—which may be easily cleansed with pumice stone—make yourself a hektograph and there will be one burden the less, as the horror of scarcity of reading matter rolls from your shoulders.

Washington, D. C.

ELIZABETH V. BROWN.

HELENA, MONT.—The state board of education recently sent a committee East to study methods of heating and ventilation. The report which they brought back with them contains a vast amount of data on the subject. After describing various classes of heating, the report recommends the following methods to be adopted in the various buildings:

"In the normal school at Dillon, a gravity furnace system, with fans, the latter to be used only in windy weather; for the deaf and dumb asylum, a mechanical warm air system, for the building will be occupied and will have better service that way, the committee thinks; for the agricultural college at Bozeman, a gravity system of warm air heating and ventilation, in combination with fans, to be separately installed in each building. The committee further recommends:

"That the contract for the heating and ventilation be let to manufacturers who are reliable, who will erect their own work and install the same with experienced workmen, and who are able financially to fully guarantee the state that the plant will do good work for a definite period, not less than two years."



FREEHAND WEAVING, YONKERS, N. Y.

Heating and Ventilating.

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### The "Natural" System in the Freehold High School.

Natural systems of ventilation, though less positive in action under varying conditions than mechanical systems, find favor with many school committees. Probably it is on account of the low cost. In the high school at Freehold, N. J., such a system is used. And, as it gives satisfaction, there will be no doubt many among the readers of THE JOURNAL who will appreciate a description of the heating and ventilating plant.

The building consists of an old portion and an addition erected during last summer. The former contains four school-rooms on the first floor and two large assembly-rooms on the second, which were formerly heated by two hot air furnaces, one for each side of the building. The new addition, which, as shown



HIGH SCHOOL AT FREEHOLD, N. J.

by the half-tone engraving on this page, is built across the end of the old portion of the building, forming a T, is 76 feet long, 32 feet wide, and two stories high. (See the accompanying plans.)

The building was designed by Warren H. Conover, architect Freehold, N. J. The heating and ventilating plant was installed by the Seward Engineering Co., 89-91 Center street, New York, from plans and specifications prepared by Percival H. Seward, consulting engineer, New York.

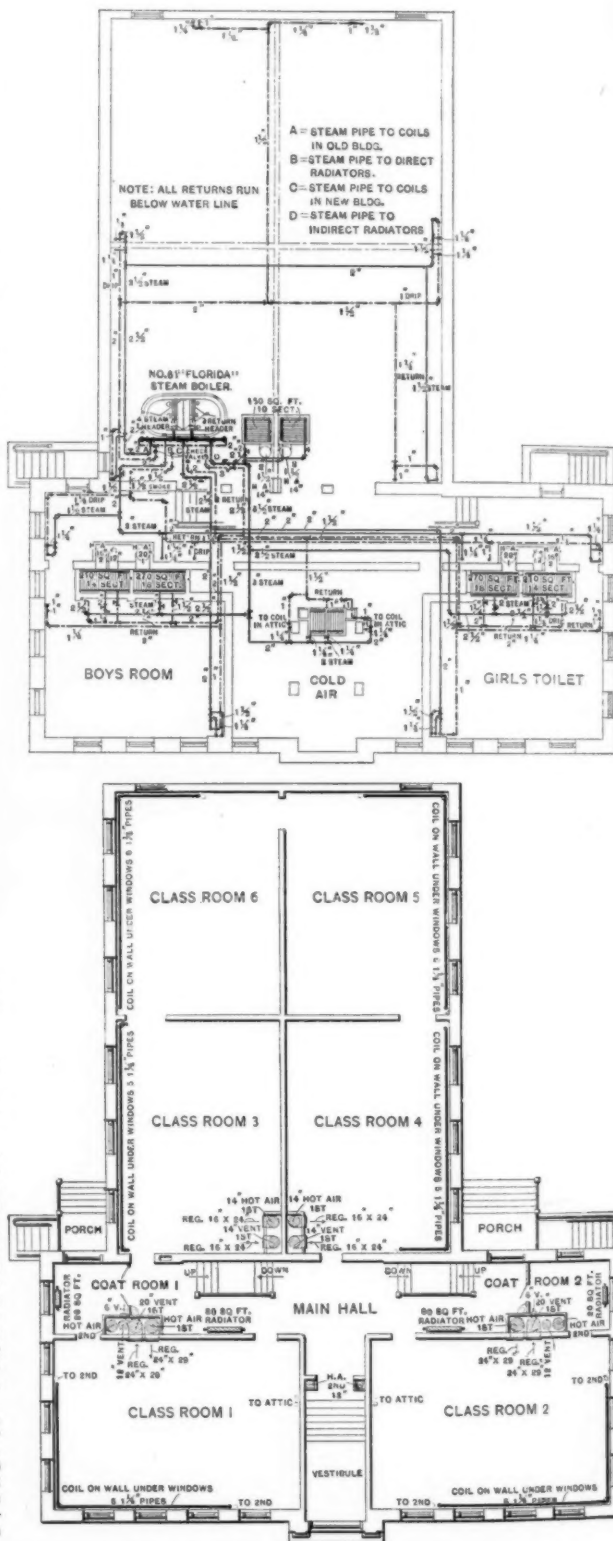
The heating apparatus consists of a No. 61 Florida steam boiler (American Boiler Co., New York and Chicago), twelve stacks of Standard pin-indirect radiators (Standard Radiator Co., Buffalo and St. Louis), ten coils of 1 1/2-inch wrought iron pipe and six Perfection steam radiators (American Radiator Co.) in the halls and cloak rooms. The boiler is of the double type, so connected that one or both sides can be run whenever desired. The basement plan, Fig. 1, indicates the various methods of piping between the boiler and the various direct and indirect radiators and coils, and it may be mentioned in passing that one of the principal noteworthy features of the plant is that each of the different kinds of radiation is connected to an entirely independent system of piping taken directly from the main header on the boiler, so that the engineer need not step out of the boiler room to manipulate the apparatus in his charge. The piping consists of four separate, distinct systems of steam mains with corresponding returns, each separate system of mains being controlled by valves which are located in the boiler room.

The steam pipes throughout the plant are provided with globe valves, the return valves having check valves. The steam valves are of the Jenkins disk pattern, the check valves being of the horizontal swing pattern. The air valves are of the Jenkins pattern, with drip connection. The coils used for direct radiation are made of wrought iron pipe supported on cast iron hook plates, which are secured by Georgia pine strips fastened to the outside walls of the building, the coils being made up with right and left elbows and cast iron headers. The indirect radiators in the basement, which are of Standard pattern, contain 15 square feet of heating surface per section, except those for the principal's room and laboratory, which contain 12 square feet per section. The indirect radiation for the vent or exhaust coils in the attic, which are of the Bundy climax pattern, contain 12 square feet of heating surface per section.

As shown on the basement plan the space in the basement directly under the main entrance hall is used exclusively for a cold air room. The cold air for the two stacks of indirects which supply the old building is taken by a 12 by 24 inch galvanized iron duct running from the cold air room across the hall on the basement ceiling.

Each stack of indirect radiators is provided with a by-pass for cold air and a mixing valve for regulating the temperature of the air in the class-rooms. These valves are operated from the school-rooms with chain and levers, an indicator dial being placed in the class-rooms to indicate the position of the damper.

The four main stacks of indirect radiators are enclosed in brick chambers connected directly with the cold air room, the other stacks being enclosed



FIGS. 1, 2. BASEMENT AND FIRST FLOOR PLANS.

in No. 24 galvanized iron, those in the cold air room being made without a bottom, so that the cold air can have free access to the radiators. The hot air openings to each of the class rooms are connected with Japanned wire screens, fastened with beaded Georgia pine strips. The hot air openings are eight feet from the floor line, and the vent openings are at the floor level. As indicated on the attic plan, two 30-inch Star ventilators are set on the roof of the building and connected with the two main exhaust shafts through which the vitiated air is removed.

Tests to determine the efficiency of the system were made, and from a test made in the southwest room on the first floor of the new building it was found that the velocity in the flue was 415 feet per minute, the volume of entering air being 913 cubic feet per minute. The room contains 9,240 cubic feet of space. In a

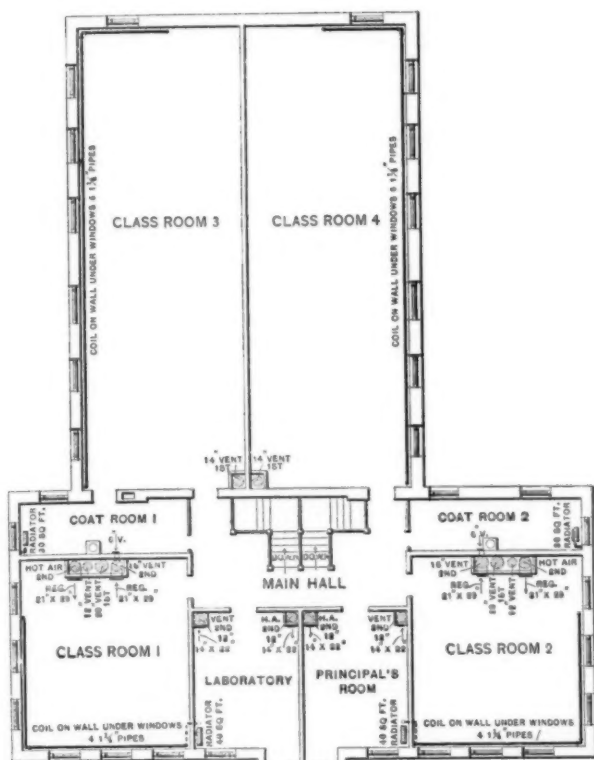


FIG. 3. SECOND FLOOR PLAN.

test of the same room on the second floor it was found that the velocity in the flue was 585 feet per minute, the volume of air entering the room being 817 feet per minute. This room contains 7,079 cubic feet of space.

After various tests had been made to demonstrate the amount of air in the room, similar tests were made to find the amount of air that was being exhausted. The following data for the first floor room show the results: Velocity, 335 feet; volume, 737 cubic feet per minute; the other rooms showed similar results. In the main foul air duct in attic the anemometer showed a velocity of 483 feet per minute. The tests were all made by means of a standard anemometer, readings being taken every sixty seconds;

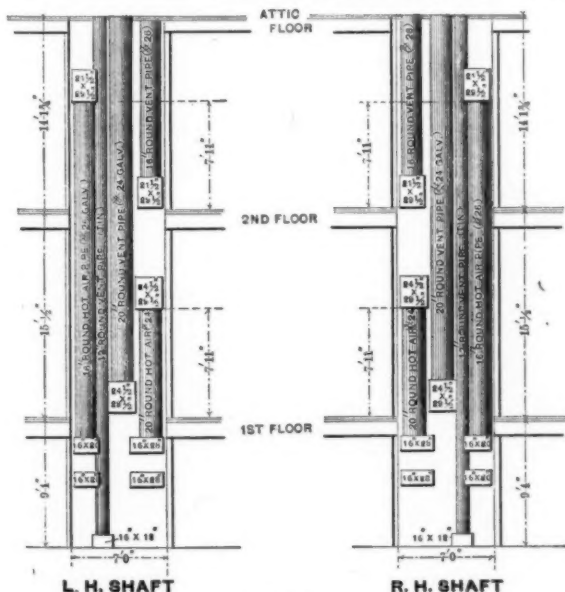


FIG. 4.

the anemometer was moved across the face of the outlets or flues, so that the reading gives as far as possible the average velocity. The tests were made by the engineer and architect in the presence of the principal of the school and various other officials. In addition to the anemometer tests, smoke tests were made by exploding gunpowder in the room, showing the methods of exhausting the foul air.

The engineer states that by these tests it was demonstrated that in no part of the room could any currents of air be detected, the fresh air from the supply registers being immediately diffused over the entire room, penetrating even to the corners directly alongside of the flue itself. The descent of the air was then noticed to be in a kind of strata over the entire surface of the room. By the arrangement of the steam mains in the cellar, whereby each different kind of radiation can be cut out of use when desired, a great saving of coal is accomplished.

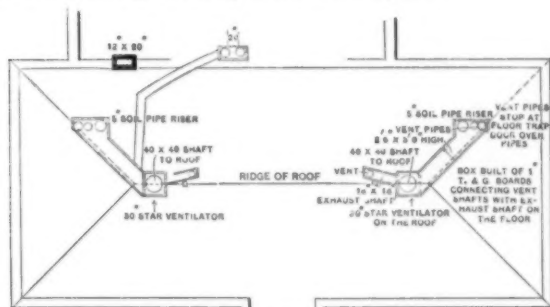


FIG. 6. ATTIC PLAN.

The ventilating part of the apparatus is only in operation during the hours in which school is actually in session. As soon as school is dismissed in the afternoon the indirects are all shut off and the direct radiation, *i. e.*, the coils in the class-rooms, are then turned on. They are calculated to be of sufficient capacity to maintain the air at 60 degrees during the night. About one hour before school opens in the morning the indirect radiation is again started up and the temperature of the room is raised to 70 degrees, and at the same time the room is being thoroughly ventilated.

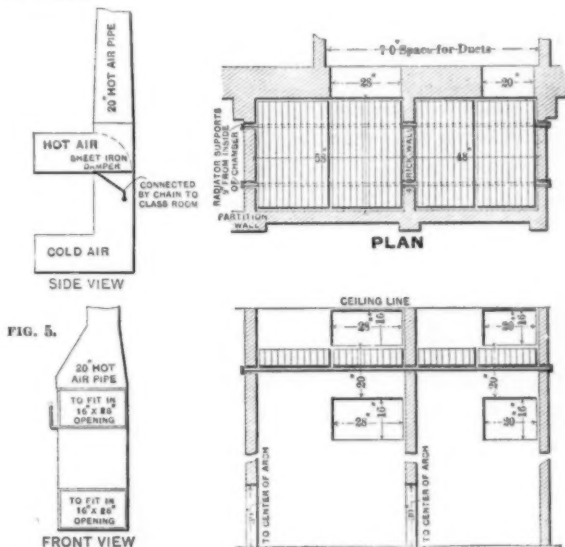


FIG. 5.

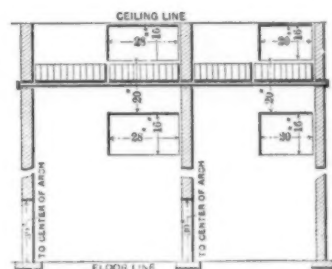


FIG. 7. ARRANGEMENTS OF INDIRECTS.

The results in the new building, amply show that each pupil is supplied with 1,500 cubic feet of pure, warm air per hour, while in some rooms the air is changed as high as 7 1/2 times per hour. The apparatus is guaranteed to heat the building in zero weather, and during the cold spell experienced in December last was amply capable of fulfilling all requirements. In the basement of the building the systems of flushed closets are located. They are automatically flushed by siphon arrangements at regular intervals that can be regulated at will. The toilet-rooms in the basement are ventilated by means of a vent duct leading from the floor of the toilet-room to the exhaust coils in the attic. The arrangement of the air ducts, of the mixing valves, and of the indirect radiators is so well shown by Figs. 4, 5, and 7, as to make an extended description unnecessary. The arrangement of the flues in the attic are shown by the attic plan, Fig. 6. The people of Freehold are greatly pleased with the working of the apparatus above described.

NOTE.—The JOURNAL is indebted to *Heating and Ventilating*, New York and Chicago, for the illustrations and material given in the above description. This monthly journal is very popular with school architects and engineers, and boards of education, superintendents, and teachers are also found among its subscribers.



Thirteen Millions for School Buildings.

THIS IS WHAT NEW YORK CITY WILL EXPEND.

The New York city board of education on Feb. 19 voted to ask the legislature for \$9,000,000 to be expended at the discretion of the board in erecting new schools and in making necessary repairs to old ones. The actual amount needed amounts to at least \$13,278,250, but the board has old school property and funds in hand that will supply \$4,000,000 of that amount. Commissioner Strauss, chairman of the committee on school system, in offering the resolution of the board promised with the money he asked for to provide ample school accommodations to all the children in this city. The money is needed for the following purposes:

- a. For the improvement of 29 old schools, in sanitation, light, and ventilation.
- b. For 9 new annexes.
- c. For 16 new schools to replace 20 old ones.
- d. For 6 new schools to replace 8 now hired.
- e. For 20 entirely new sites and schools.

Hence 42 new buildings and 9 new annexes are needed. The resolution to ask for the authorization of an issue of \$9,000,000 bonds at 3 1/4 per cent. interest was adopted unanimously.

These proposed school buildings will contain about 1,455 classrooms. Of this number 458 will replace those now in old and rented buildings. Thus 997 classrooms will be added to the present number, affording accommodations for 49,750 children now unprovided for.

This matter was under consideration for some time. The speedy adoption of the committee's report was due mainly to the urgent appeals of Mr. John Jasper, the superintendent of schools. The school census for 1896, taken under his direction, showed that there are nearly half a million of eligible school children in this city, and that of this number more than one-third do not attend school either at public or private institutions, nor are they at work. The fact, as shown by the census, that 65,117 children from four to eight years old, and 101,399 from eight to twenty-one years old, are out of school, while nearly one thousand others are playing truant, led Supt. Jasper to make a systematic investigation as to the immediate need of increased public school accommodations in the city. The results of his investigation were laid before the board, and the establishment of twenty-one new schools asked for. This number, Mr. Jasper said, "is absolutely needed at the present time, and does not include new buildings now in course of erection."

In a later report to the board Mr. Jasper declared that admission was refused to no less than 4,000 children in the Tenth Ward during the last year owing to a lack of accommodations. He urged that in this ward two new buildings, with sittings for 5,000 children should be erected. The greatest need for increased facilities he found in the Twelfth Ward for which he asked the erection of seven new buildings, with accommodations for 13,400 children.

The special committee appointed by the board to investigate whether temporary quarters could not be secured for the accommodation of the children of school age referred to in Mr. Jasper's report consisted of Commissioners Charles Bulkley Hubbell, chairman; H. Rogers, W. J. Van Arsdale, John L. N. Hunt, and Joseph J. Little. It seemed to be the opinion of the committee that many of the names that swelled the list of children for whom lack of school accommodations was reported appeared on more than one list, and so tended to exaggerate the conditions concerning which so much criticism has been heard. But they went to work in earnest and sent out attendance officers to locate and report to them any available buildings or stores which might be secured to afford temporary relief.

A complete list of the new school buildings asked for in the superintendent's report to the board is as follows:

|                                              | Number of sittings. |          |
|----------------------------------------------|---------------------|----------|
|                                              | Primary.            | Grammar. |
| Seventh Ward.                                |                     |          |
| Clinton and Madison sts.                     | 1,000               | 600      |
| Henry and Market sts.                        | 1,000               | 600      |
| Tenth Ward.                                  |                     |          |
| Eldridge and Broome sts.                     | 1,600               | 900      |
| Hester and Ludlow sts.                       | 1,600               | 900      |
| Seventeenth Ward.                            |                     |          |
| Stanton and Allen sts.                       | 1,200               | —        |
| Eleventh Ward.                               |                     |          |
| East Houston and Attorney sts.               | 1,000               | —        |
| Avenue D and Sixth st.                       | 1,000               | —        |
| Thirteenth Ward.                             |                     |          |
| Broome and Pitt sts.                         | 1,200               | —        |
| Twelfth Ward.                                |                     |          |
| One Hundred and Twentieth st. and Third ave. | 1,200               | —        |
| Ninety-ninth st. and Amsterdam ave.          | 1,200               | 1,300    |
| Ninety-second st. and Second ave.            | 1,200               | —        |

|                                                            |       |       |
|------------------------------------------------------------|-------|-------|
| Ninety-seventh st. and Second ave.                         | 1,200 | 1,300 |
| One Hundred and Sixth st. and Second and Third aves.       | 1,500 | —     |
| One Hundred and Sixteenth st. and Second and Third aves.   | 1,200 | 1,300 |
| One Hundredth st. and Fifth ave.                           | 1,200 | 800   |
| Nineteenth Ward.                                           |       |       |
| Seventy-fifth st. between First and Second and Third aves. | 1,200 | 1,300 |
| Eighty-third st. between Second and Third aves             | 1,200 | 1,300 |
| Twenty-third Ward.                                         |       |       |
| Alexander av. and One Hundred and Thirty-fifth st.         | 2,000 | —     |
| Twenty-second Ward.                                        |       |       |
| Sixty-third st. and Tenth av.                              | 1,200 | —     |
| No. 509 East One Hundred and Twentieth st.                 | 1,200 | —     |
| One Hundred and Fifty-sixth st. West.                      | 1,200 | —     |

The board adopted most of the recommendations in the above list and after making a number of changes and additions, gave the estimated costs as follows:

|                                                     |             |
|-----------------------------------------------------|-------------|
| Sites under consideration                           | \$2,428,500 |
| " now under condemnation                            | \$1,961,750 |
| Buildings, improvements, etc.                       | \$8,888,000 |
| Thus the total requirements amount to \$13,278,250. |             |

NEW SCHOOLS AND ANNEXES.

Work on several of the new schools will soon begin. The sites for four of them are already in possession of the board. One will be located at 273-275 East 4th st.; another on the N. W. cor. of 91st st. and 1st ave.; the third on Trinity ave., 135th to 136th sts.; the fourth on Moshulu Parkway.

The sites for three other new schools are now in process of condemnation. These are: 77th, 78th sts. and ave. A; 141st st., and Brook ave.; and the triangle at Andrews and Burnside avenues.

The following wards will get new school buildings:

Fourth (1), Fifth (1), Seventh (3), Eighth (1), Tenth (4), Eleventh (3), Twelfth (12), Fifteenth (2), Seventeenth (1), Eighteenth (1), Nineteenth (2), Twenty-second (1), Twenty-third (4), Twenty-fourth (5).

The nine grammar schools which will get annexes are Nos. 2, 3, 13, 25, 34, 60, 91, 93, and 94.

IMPROVEMENTS ON PRESENT BUILDINGS.

**Sanitary.** Grammar schools Nos. 2, 8, 15, 16, 26, 32, 41, 62, 70, 73, 83, 84, 88.

**Primary schools** Nos. 6, 7, 13, 20, 27, 31.

**Light, air, etc.** Grammar school 15.

**Exits,** Grammar school 88.

**Gymnasium.** Grammar school 16.

Among other contemplated improvements are pavements, walls, etc.

New Teachers.

A large number of teachers will be wanted soon. Good teachers are always in demand in this city. The board is often at a loss how to fill vacancies, as the list of eligible candidates is not long.

More School Supplies.

Manufacturers of desks, heating and ventilating apparatus, and dealers in school supplies will also follow the work of erecting new school buildings with interest. Many of them will join the board of education and friends of the schools in their efforts to get the assembly to pass the bill authorizing the issue of \$9,000,000 bonds. There is no doubt that the buildings and improvements planned for the next three years are badly needed.

A New Pension Scheme.

A bill has been introduced in the assembly by Mr. Kempner, providing that any teacher in the public schools of New York city who has served thirty years or upwards shall at his own request be retired on a pension not exceeding in amount one-half of the salary received by him at his retirement. These pensions are to be paid out of the city treasury, and the board of education is to include the sum deemed necessary for this purpose in its annual estimates. The board is opposed to the passage of the bill. It says that the "Teachers' Retirement Fund" is giving satisfaction and should not be superseded by a scheme like that of Mr. Kempner. The act creating the fund, which is now in force, the board says, was carefully prepared after a series of discussions lasting a number of years, the final bill being the result of repeated conferences with the teachers' organizations and the various bodies interested, and answers all existing needs and requirements.

Royalton will erect schoolhouse. Write H. O. Buckout, clerk.  
St. Cloud.—St. Mary's parochial school will be erected. Rev. Gregory Stell, pastor. Write Arch. A. E. Hussey.  
St. Paul.—Bids are invited for furnishing desks for public schools. Write Hon. R. A. Smith, mayor.  
Sauk Rapids will rebuild schoolhouse. Write board of education.

## MISSISSIPPI.

Kosciusko will build schoolhouse. Cost \$15,000.

## MISSOURI.

St. Louis will build schoolhouse. Write Arch. A. H. Kirchner, Ninth and Locust sts.; also additions to Benton, Columbia, Dozier, and Mt. Pleasant schools; also Lyon, Garfield, and Shepard schools; also addition to Washington school; school in Clifton Heights; Wheatley addition. All bids to be addressed to Louis J. Holthaus, chairman com.

## NEBRASKA.

Hartington will erect schoolhouse. Cost \$12,000. Write Arch. J. C. Stitt, Norfolk.

Juniata will build schoolhouse. Write board of education.

Valley will erect schoolhouse. Cost \$8,000. Write Arch. A. H. Dyer.

## NEW JERSEY.

Bayonne will build schoolhouse. Cost \$30,000. Write board of education.

East Newark will build schoolhouse on Third st. Write Arch. Jno. B. Warren, Fourth st. and Sherman ave., Harrison.

Newark will build additions to the So. Tenth st. and Monmouth st. schoolhouses. Write R. D. Aigue, secretary.

Faterson will erect three schoolhouses. Write board of education.

Weehawken will build schoolhouse on Angeltique st. Cost \$14,000.

## NEW YORK.

Brooklyn will build addition to schoolhouse on 86th st., also will receive proposals for school desks and others supplies. Write Mr. John McNamee, chairman, 131 Livingston st.

Buffalo.—Sealed proposals will be received by the department of public works. City and county hall for furnishing all public schools and annexes for year 1896. Write R. G. Parsons, secretary.

East Albany will erect schoolhouse.

Elmira.—Albany st. schoolhouse will be rebuilt. Write Arch. John Hobbs, 15 Stewart building.

Middletown will erect high school. Write H. W. Wiggins, chairman com.

Mt. Vernon will build high school. Cost \$60,000. Write Archs. Boring & Tilton, N. Y. C.

New York City will build schoolhouse on Briggs ave. Cost \$80,000; Write Arch. C. B. J. Snyder, 146 Grand st.; also schoolhouse on 32d st. Cost \$8,000. Owner C. H. Childs, 8 East 54th st. Arch. Louis Oberlein.

Proposals will be received for a schoolhouse on Anthony ave.; also annex to G. S. No. 53. Write E. A. Allen, 146 Grand st.

Rochester will build addition to state industrial school. Write Archs. Nolan, Nolan & Stern.

Syracuse will build high school.

## NORTH DAKOTA.

Buxton will build schoolhouse. Write Arch. J. W. Ross, Grand Forks.

## OHIO.

Cincinnati.—Schoolhouse will be built for G. L. Sykes, Walnut Hills. Write Arch. A. O. Elzner, 527 Main st.—A twenty-three-room schoolhouse will be erected on Odeon and Elm sts. Write Board, 910 Main st.

Cleveland will erect schoolhouse on Willard st.; also schoolhouse on Dolloff st., also annex to Lincoln school building; also annex to Buhner school building.—also annex to Clark school. Write H. Q. Sargent, 190 192 Euclid ave.

Covington will build schoolhouse.

Lima will build schoolhouse. Write board of education.

Woodsfield will build schoolhouse. Cost \$20,000. Write board of education.

## PENNSYLVANIA.

Bellefonte.—Part of state college destroyed by fire. Loss \$15,000.

Darby Will erect schoolhouse. Write Arch. Morgan Bunting, Heed building, Philadelphia.

Grove City will build schoolhouse.

Haverford College will erect a large dining hall for the college. Cost \$14,000. Write Arch. W. L. Price, 731 Walnut st., Phila.

Meadville will build a schoolhouse. Write M. S. Cooper, secretary.

Milton will erect schoolhouse. Cost \$13,000. Write Arch. Peter J. Criste.

Nanticoke will build schoolhouse. Cost \$10,000. Write board of education; also schoolhouse. Write Arch. J. W. Zimmerman or Mr. Geo. T. Morgan.

Philadelphia.—A Catholic protrectory will be erected. Write Wilson Bros. & Co., architects, 1036 Drexel building.—A steam heating plant is being installed in the schoolhouse on Wharton st. Messrs Thompson Bros. contractors.

Pittsburg will build high school. Cost \$50,000. Write Arch. W. S. Fraser.

Swarthmore will build addition to grammar school. Write Arch. Morgan Bunting, Phila.

## TEXAS.

Alvarado will build schoolhouse. Cost \$20,000.

Palestine will build schoolhouse. Cost \$12,000. Write board of education.

## VIRGINIA.

Charlottesville.—At a meeting of the building committee of the University of Virginia, Mr. White, of the firm of McKim, Mead & White of New York, was requested to take charge of erection of rotunda and other buildings.

## WASHINGTON.

Cheney will erect state normal school. Write Arch. C. B. Seaton, Spokane.

## WEST VIRGINIA.

Moundsville will erect schoolhouse. Cost \$30,000. Write board of education.

## WISCONSIN.

Burlington will build schoolhouse. Write Arch. J. G. Chandler, Racine.

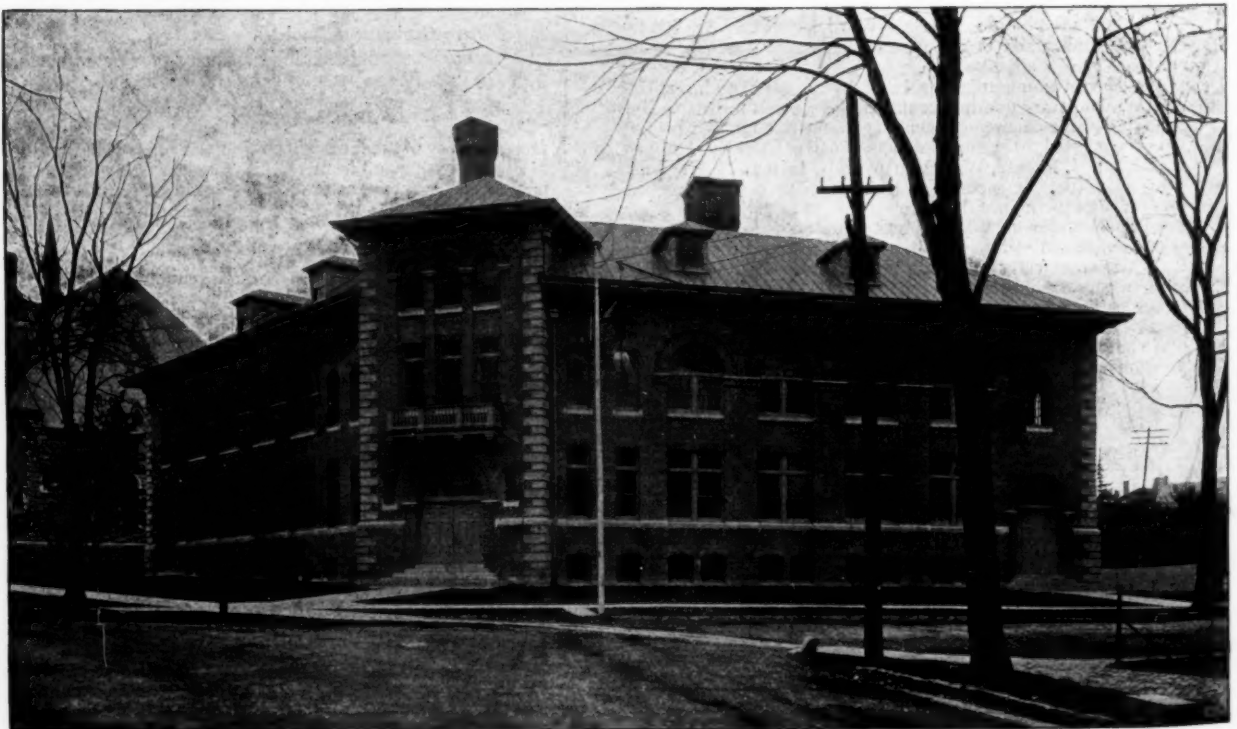
ooo.—also high school at south side. Write board of education.

Madison will build schoolhouse. Cost \$12,000. Write Archs. Gordon & Faurack.—Repairs will be made and addition built to ladies' hall on university grounds. Write Ferry & Clas, architects, Milwaukee.—An addition will be added to the university. Cost \$60,000. Write Archs. Ferry & Clas.

Menasha will build high schoolhouse. Cost \$25,000. Write Archs. H. J. Van Ryn, Merrill building, Milwaukee.

Milwaukee will erect schoolhouse at 20th and Brown sts. Cost \$50,000. Write board of education.—also schoolhouse in ninth ward. Cost \$45,000.

Sparta will build schoolhouse. Cost \$17,000. Write Arch. J. G. Chandler, Racine.



JAMES STREET SCHOOL, AUBURN, N. Y.—B. B. SNOW, Superintendent; O. C. HALL, President of Board of Education.

Mr. Julius A. Schweinfurth, of Boston, was the architect of the James street school. It was built in 1895 at a cost of about \$40,000 complete and furnished. It is an eight-room building and will accommodate five hundred pupils. Heated by steam heat with direct and indirect radiation.

## Letters.

State Publishing.

Your discussion of "State Interference in Text-Book Supply"\* takes hold upon questions of deep and far-reaching interest. That there are evils connected with the present system of supply is patent to all observers, and within the experience of no small section of the public. The remedy for them is not easily found. Some of the evils complained of are alleged to exist under all the methods of selection now in vogue in any part of the country.

Of all the Northern and Eastern states Vermont is perhaps the only one that has tried the system of state adoptions. After employing this method for several terms of five years each a general demand for the abolition of the state board came up from all parts of the state, and the power of choice was then vested in the town directors. As there yet remained a feeling of unrest, county adoptions, after an interval of a few years of the town system, were tried for a term of five years. This method failed of its objects and the people reverted to the town system again.

Some thirty odd years ago the legislature of Connecticut passed an act empowering the state board of education to adopt a uniform system of books for the state. The present president of Johns Hopkins university, Daniel C. Gilman, was then secretary of that board. After a very full and careful consideration of the subject this board informed the boards of school visitors of the several cities and towns that they should not exercise this power. Here was a small, compact, and generally homogeneous population, and it would seem that if the state could profitably interfere anywhere and at any time with the text-book supply, it could do so here under the most favorable circumstances, and that here was an opportunity to demonstrate its advantages if they could anywhere be shown. Their course in declining to exercise the authority conferred upon them evidently met the approval both of the educational sentiment of the state and of the people at large.

Some years ago the state of Minnesota decreed a state uniformity of text-books, and arranged for a supply of the same to the several school districts. Financially the plan was deemed a success, as books could be bought cheaper than ever before. Educationally it was thought a disastrous failure, as the books contracted for were considered generally by teachers as much too dear at any price. After long and persistent agitation by the well wishers of public education, the state contract law was repealed. The right of the local authorities to make such contracts for books as they thought for the best good of their schools was recognized. The natural laws of competition and of supply and demand were suffered to resume their sway, much more to the satisfaction of the people than to the profit of pestilent meddlers with affairs of which they have a little highly diversified misinformation.

The disastrous experience of California in publishing a state series of text-books is widely known and universally deplored. The poor children of that state are condemned to pay higher prices for books than such books can be bought for in any competitive market in the country; while in point of merit they could hardly be offered on any terms in any other state with any prospect of success.

Five years ago the state of Iowa established elaborate machinery for permissive county uniformity of text-books. Less than half of the counties of the state have availed themselves of the alleged advantages of this law.

Instances of state interference might be multiplied. It would seem to be incumbent upon its advocates to show any public benefits that had yet been obtained. The disadvantages are numerous. The experimental

stage has long since passed. The great majority of children have but a few years at best to pass in school. During these few years they have a *right* to the best at the lowest cost. They have a right that their limited opportunities should not be lessened by experiments of doubtful utility, undertaken and projected sometimes by people whose good intentions are disproportioned to their knowledge of the thing they have persuaded themselves needs reforming.

It is yet debatable whether the state should interfere in affairs, like the telegraph, which are in themselves essentially a monopoly. But the supplying of school books is so far from being a monopoly, *except where the state has interfered to make it so*, that most of the apparent evils growing out of the business are probably due to too great, unwise, and over-zealous competition among rival publishing houses. If these could always be restrained within proper limits, and directed within appropriate channels, as they ought to be, and as they usually are, the business would be no more exciting, attract no more public attention, and call for no interference by restless spirits than does the supplying of books to Sunday-schools.

L. O.

### State Uniformity of Text-Books.

No legislation that could be enacted would be so injurious to the schools as uniformity of text-books for the state of New York, and I am sure that your stand against such legislation will meet the hearty endorsement of every teacher in the state.\* If all the teachers in the states were of exactly the same temperament, possessing exactly the same mental characteristics and exactly the same attainments, then exactly the same text-books might be used by all. If the teachers turned out by our training schools were like the engines built by the Corliss Engine Company, they could be sent to any part of the state and put to work with the assurance that the same amount of fuel and water would produce the same effective power. But one normal student will possess a nervous, another a lymphatic, temperament. No training can compel these two to walk alike, to talk alike, much less to think or teach alike, and yet they may be equal in intellectual capacity and may secure equally good results in their school-room work. Between these two extreme types there are many intermediate types due to a difference of temperament alone, to say nothing of the varieties that come from a difference in natural brain power, a difference in early training, and a difference in surroundings.

Corresponding exactly with these differences in the teachers themselves, we find a difference in the text-books they use. It is a common thing to find two teachers generally recognized as of equal ability, equally successful in securing results in the class-room, using methods and text-books that are radically at variance. One of these teachers will pronounce a certain arithmetic the best published; the other will be equally decided in favor of some other text-book on that subject. Both are perfectly honest.

The fact is that each teacher probably has the textbook best suited to her temperament and methods, and for this very reason, entirely unsuited to the other. To force both to use the same method and the same textbook would practically destroy the usefulness of one of them.

Upon one occasion I found a member of a school board who had been overwhelmed with testimonials from the leading teachers of the United States in favor of four sets of readers. He could not understand how it was that there should be such a wide difference of opinion among equally competent judges, and was honestly in doubt as to what was the best text-book for his own teachers and the schools under his charge. I gave him the only possible reason for this honest difference of opinion and suggested that the best interests of his school required that his teachers should use the text-books which they themselves found best adapted to their work.

P. MAJOR.

P. MAJOR.

\*THE SCHOOL JOURNAL, Feb. 1, 1896.



## Choice Morsels of the Tiger's Food.

The editorial tiger has been favored with unusually large rations this last week, and it is not surprising that several choice morsels were left on the floor after the care-taker took him out for a constitutional to his friend, the furnace. The Venezuelan difficulty, the Ainsworth bill, the distant approach of spring, disasters of all sorts, Bob Ingersoll, the reindeers of Dr. Harris, and other topics are touched upon in these remnants in a way that cannot but delight collectors of contemporary curiosities of cerebral activity.

There is a postal card from a friend in California who taught school in the early seventies, but lost his position and then took up hog raising. His interest in the progress of the schools has grown as steadily as the baldness on Speaker Reed's cranial protector. He surely is more anxious about the education of children now than he ever was in the days of his schoolkeepship. Twice a month he sends notes to be used in the editorial columns of THE JOURNAL, and enjoys the proud distinction of being the most regular contributor to the tiger's provisions. Here is an extract from his last bi-monthly postal-card: "The cemeteries of the land are full of dead men's bones that were educated without morality and the prisons are jammed full with educated people. Education is like a steam engine turned loose on a track that smashes everything, and poisons the souls of the children what never learn God and righteousness and morality." It may be that from an ex-pedagogic hog-raising standpoint things look more gloomy than they do to us.

"The verses which I send you herewith are written in my heart's blood. Please print them in THE JOURNAL. I will send you ten cents for two copies of the issue containing them, if you will notify me of that effect and make my dark life glad." This mournful extract is from a letter bearing the date of the coldest day on record in New York. The rhyme-stricken writer is no teacher, but thinks she "may some day want to keep school, if nothing better turns up." We'll not smash all possibilities of her realizing the hopes she entertains. Perhaps the furnace will extract the "sweet spring breezes" from the verses and blow them, properly edited, through the register in the sanctum.

One facetious correspondent, who is evidently anti-Ainsworth-billish to the core, asks THE JOURNAL to propose that the framers of that "odious measure" ought to organize a movement for abolishing the practice of allowing St. Bernard dogs to run around on the Alps with barrels of alcoholic liquid around their necks. "Make it plain ice-water," he pleads. His suggestion is herewith respectfully submitted, etc.

Some time ago THE JOURNAL commented upon the imprudence of the boys of a Western college who had denounced the faculty for accepting a gift of a rich beer-brewer. It was said that the money should have been accepted and if any more could be gotten from the same source to take that too; if Christian congregations should follow the example of those Hot-spurs and accept no money of any one not agreeing with them in doctrine, or not leading a holy life according to their standards of righteousness, their treasurers would have nothing to do but compute interest on mortgages. Still there were at least two worthy persons who failed to appreciate the point THE JOURNAL tried to make. Both wrote letters to inform the editor that they had discontinued their subscriptions on this account. This was thought to be the end, but one of the two enraged discontinuers would not have it so, and wrote another note asking why his letter was not printed in THE JOURNAL. Shades of Dogberry! to think that we lived under the comforting delusion the distinction belonged to you and to you only to have prayed: "Masters, do not forget to specify, when time and place shall serve, that I am an ass." It is a sad duty, but it must be done. Dogberry, your peer has been found.

### Important Articles in this Number.

Among the articles in this number which will be read with particular interest are "Character Training Through School Work;" "Prepare for the First Day;" "Functions of School Boards;" "A Necessary School Record;" "The Reign of the Hektograph;" "Columbus, Ohio, Plan of Promotion of Pupils;" "Tardiness and Absence of Pupils;" "What is Your Ideal?" "Learning Made Easy, Too Easy;" "The Natural System of Heating and Ventilation Used in the Freehold High School;" "New York City's Need of Thirteen Million Dollars Worth of School Buildings;" "Letters on State Interference in Text-Books;" "Descriptions of School-Room Devices;" "Interest-

ing Notes from the Educational Field Everywhere;" "A Letter from THE JOURNAL'S London Correspondent;" illustrations of school buildings and floor plans, etc., etc.

The department of School Law deals particularly with questions which are timely, and which have caused boards of education much trouble.

### Illiteracy in the United States.

The report of National Bureau of Education which covers the year 1893, makes the startling statement that in the decade between 1880 and 1890 the percentage of illiteracy among the male population of the north Atlantic states increased  $\frac{1}{4}$  of 1 per cent. The rate of illiteracy for the United States is 13 per cent., a decrease from 17 per cent. in 1880. Or to put it another way, of the 47,000,000 of people in this country, 6,300,000 can neither read nor write.

"Westward the star of empire takes its way," and Nebraska, not one of the Atlantic states, heads the list for literacy, but 3.1% of her population being unable to read and write. Of course the fact that educated Eastern people are filling the West, accounts for this rapid increase in the per cent. of literacy. This country is made a dumping-ground for the ignorant classes of all nations, and while the better educated push on West, the most ignorant stay near the coast, thus raising the per cent. of illiteracy in this locality.

The heaviest per cent. of illiteracy is found in Louisiana, 45.1% of her population being ignorant of reading and writing. With better facilities for the education of the colored people, the rate of ignorance in the Southern states will rapidly be lessened. Certainly there is encouragement in the fact that while in 1874, 70 per cent. of the colored population were ignorant of reading and writing, in 1890 one-half had learned to read and write.

### Improve School Boards.

MILWAUKEE, WIS.—At the recent banquet of the Wisconsin Education club much attention was given to the problem of improving the efficiency of boards of school commissioners. Prin. McLenehan of the West Side high school thought the present school board was doing good work, that a change from the present system would be jumping from the frying pan into the fire. Mr. M. M. Bostwick took the opposite extreme and said that the school board as it now exists should be entirely done away with, and that power for managing schools, purchasing sites, planning buildings, etc., should be in the hands of the school principals. Mr. S. Y. Gillan was of the opinion that school boards should be co-ordinate with common councils, and have original taxing power. Mr. W. G. Bruce, editor of the *School Board Journal*, advocated the relegation of the choice of school commissioners to the people. Elections should be held separately from other elections, and should not be partisan.

NEW YORK CITY.—Eugene D. Bagen, assistant superintendent of schools, died of pneumonia at his home. He was born in this city forty-five years ago, and was graduated from the University of the City of New York in 1876. He first became associated with the schools of the city in 1881. He was a member of the School Masters' Club and the Teachers' Mutual Benefit Association.

### Who Will Be Chosen?

NEW YORK CITY.—The death of Mr. Bagen has created a new vacancy in the ranks of the assistant superintendents of New York city. There are four places vacant at present. Dr. Addison B. Poland, until recently state superintendent of New Jersey, succeeded Dr. Norman A. Calkins and entered upon his work last Monday. There are many applicants for the well-paying positions. The New York city teachers would prefer to have one out of their number chosen and if a vote was taken it would probably elect Prin. Edward A. Page, Dr. John W. Davis, and Dr. Edgar Dubs Shimer.

Perhaps any one of these, all connected with New York schools, would be just as favorably received.—Prin. T. S. O'Brien, Prin. John T. McGuire, Joseph F. Taylor, Philip H. Grunenthal, or Robert Keyser.

Of the educators in the city, not connected with the public schools, Professor Meleney, of the Teachers college is a favorite, though he is not a candidate. Among Brooklyn teachers Dr. Gunnison and Prin. Seth Stewart are spoken of by many. Out-of-town candidates mentioned are Dr. A. P. Marble, formerly superintendent of schools in Worcester, Mass., and Supt. Blodgett, of Syracuse.

### Note.

THE JOURNAL next week will contain a paper on Vertical Writing by Mr. J. D. Bond, Supervisor of Minneapolis.—The second Monthly Magazine Number of practical school-room helps will be issued March 21.

## The English Educational Problem.

[SPECIAL CORRESPONDENCE.]

Sir John Gorst has already given notice of the intention of the government to introduce a bill "to make further provision for education in England and Wales," but it is not expected to see the light much, if at all, before Easter. If the measure is to be at all satisfactory it is becoming more evident day by day that the whole field covered, and uncovered, by English educational machinery will have to be carefully examined and dealt with. And thus the latest contribution to the question as set forth in the recent report of the secondary education commission becomes increasingly important. To tinker with the question this year with the foregone necessity of re-opening the question in three or four years time will only cause trouble and a useless expenditure of public time and money, and be altogether unworthy of high statesmanship. Secondary education cannot be settled apart from the elementary education question, and it is admitted on all sides that secondary education must be organized and legislated for at once. In fact, many of the larger school boards have trespassed into the domains outside elementary education.

Thus the issues before the country at the moment are either a simple addition to the grants to voluntary schools or a large measure dealing with the whole question of education, and the opposition to the former would entail as much and perhaps more trouble and time than a bold and sensible carrying out of the recommendations of the Bryce commission.

Your readers have already had a brief outline of these proposals, but the subject is important enough to warrant further space in THE SCHOOL JOURNAL.

First there is to be a central authority for all education formed by the amalgamation of the science and art department and charity commission with the present education department under a cabinet minister for education with certain permanent high officials. Second, there is not to be a separate central authority for secondary education. An educational council to be part of this central authority formed as follows, one-third appointed by the crown, one-third by the universities, one-third co-opted from among experienced members of the teaching profession. Third, secondary schools to have more or less of relation to primary schools on the one hand and the universities of the other by free places and maintenance of scholarships for the promising children from elementary schools. Fourth, the local authority for secondary education is recommended to be distinct from the present school board, and voluntary manager dealing with primary education; this will probably be modified; this local authority will be the county, or borough formed by representatives nominated by the crown, county or borough councils, and by school boards, voluntary managers, and teachers in certain proportions. Fifth, a register of all teachers engaged in teaching to be compiled with a test and fee for registration and after seven years no one not on this register to be allowed to teach in a public elementary or secondary school. Sixth, provision to be made for the training of secondary teachers in the art of education on the lines at present in force for elementary teachers, *i. e.*, at duly recognized training colleges. Seventh, of four kinds of scholarships, one kind is to be attached to elementary schools, and one to higher grade schools, and both tenable at higher schools. Such scholarships may be awarded on the joint recommendation of the head teacher and managers to scholars whose record of work is best for a series of school years or quarter. Competitive examinations not to apply to children not over twelve years old and may be dispensed with for other reasons. Scholarships to provide maintenance as well as tuition and to increase year by year while held by the same pupil and to be bestowed preferentially on poorer children, with no religious disabilities. Eighth, in thickly populated districts centers or departments of existing schools to be utilized for secondary education. Ninth, the present official control over elementary education not to be applied to secondary schools; no "payment by results" and no "code of regulations," at any rate, on the present system of codes. Inspection to be not such as applied by the education department to elementary schools, whilst the inspectors are to be selected by the local authority, and in this selection great weight is to be given to previous experience in teaching.

This is the education minister's opportunity; let him introduce a measure dealing liberally with the point enumerated under the eight heads above and he will mark an epoch in his country's history. To turn from this possibility to the voluntary school question with its narrow prejudices and religious discussions will mean worry, disappointment with an unsatisfactory end, and very likely complete failure.

Mr. T. G. Rooper has changed the scene of his labors in England, having removed from the Yorkshire to the Southampton division of Hampshire. He has been a moving spirit among the hard-headed Yorkshiremen and will doubtless stir up the slumbering energies of his new district.

A new departure has been taken by government in the appointment of two women as sub-inspectors of schools. In our

next we hope to give an account of these new officials and these probable duties.

The question of granting university degrees to women is now being widely discussed in England. The subject was debated last week at a meeting of the senate of Cambridge university. The master of Magdalen thought there would be no great preponderance of opinion for or against the proposal. In the opinion of the master of Peterhouse, women should receive nothing more than B. A., certainly not membership in the senate. This opinion was partially shared by the master of Trinity, who, however, took encouragement from the fact that men had suffered very little from the intrusion of women, and he predicted that no serious disadvantage would result to the university by their admission. Supposing it were decided to give them full privileges, he thought no real evil would arise, nor could he see why women should not be lecturers, professors, or even vice-chancellors. The most glorious personages of our history lived under Queen Elizabeth and Queen Victoria, and he had no fear that women would not be able to show themselves in literature, poetry, fiction, art, and music, equal to men. No vote was taken.

### Make the Common Schools Free!

NEW YORK CITY.—Supt. Jasper takes a thoroughly democratic view of the school society. Recently he entered a class-room and noticing a variety of copy-books on the desks asked how many children had brought their own books. (In this city, it must be remembered, the board of education furnishes books, stationery, and in fact, all necessary scholastic tools free to every child.) Mr. Jasper, on seeing a large number of children rise in answer to his inquiry, took up a copy-book with a beautiful cover, and asked how much was paid for that. "Eight cents," he was told. Another child had bought one at five cents; a third, one at three cents. He asked the children whether they did not know that they could get all the copy-books they needed free of charge, for the asking. They knew it, but had not asked their teacher for them. Mr. Jasper was greatly displeased and told them that no one should bring to school any book that was obtained outside. "The board of education," he said, "has made it a law that everything you need is to be given you free. Unnecessary things must never be brought into the class-room. Take all those books and pens and pencils you did not obtain of your teacher home and leave them there." Mr. Jasper rigidly upholds the idea that all children in school must enjoy equal privileges and work under conditions as nearly equal as human art can make them; no favoritism is to be shown; no superior advantages displayed; everything is to be done to make every child feel that as far as life in the common school is concerned he stands on exactly the same footing as every other child. Bravo, Mr. Jasper!

The New York city plan of free supply of school books and stationery is the best plan that has ever been devised and may serve as a model to every board of education in the country. It is American in the fullest sense of the term. The idea of FREE COMMON SCHOOLS, as announced about fifty-seven years ago by Horace Mann, makes the adoption of such a plan not only desirable, but necessary. Tell the people everywhere about it.

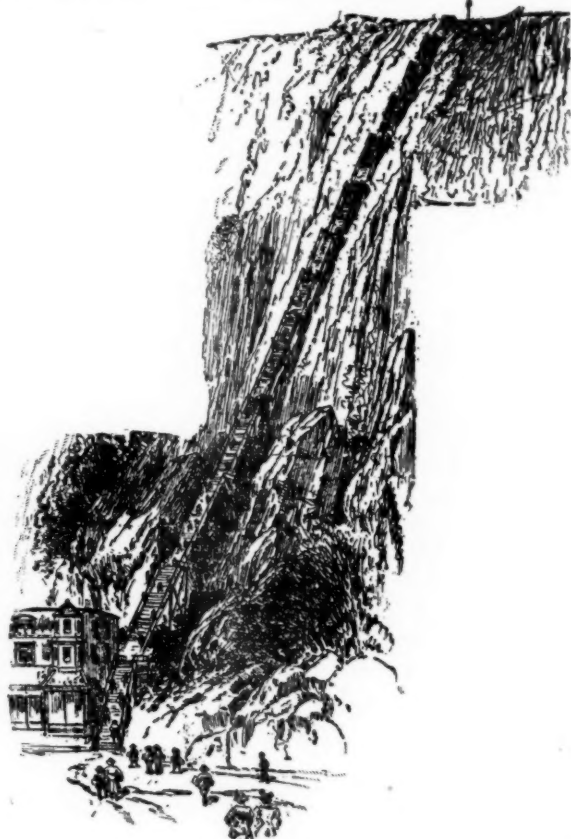
### Evolutionary Pedagogics Discussed.

The current series of popular lectures before the Brooklyn Ethical Association is upon education. So far, it is an unusually good series. The aim is to show the evolution of educational theory and practice and the place of education in evolution. The subjects discussed to date have been "Environment as a Factor in Education;" "Heredity and Education;" "The Home as an Educator;" "Religion as a Factor in Education;" "The Evolution of Educational Systems;" "Educational Ideals of the Present Day;" "Children's Rights in Education;" "Education by Expression," and "Natural Science as an Educational Factor." The remaining subjects to complete the winter's course are "Art in Education;" "Ethical Culture;" "Training for Citizenship;" "Reclamation of the Unfortunate;" and "Educational Theory in the Light of Evolution." The lecturers for the winter, some of them familiar to our readers, are Dr. Edward D. Cope, Z. Sidney Sampson, Dr. Martin L. Holbrook, Mrs. Lawrence Kneeland, Rev. Duren J. H. Ward, Rev. Edward P. Powell, Caroline B. Le Row, Dr. Lewis G. Janes, Walter J. Kenyon, Nelson J. Gates, John S. Clark, Dr. Ellen E. Kenyon, Hon. William J. Gaynor, Eugene Smith, and Dr. A. E. Dolbear.

Both subjects and lecturers should appeal to all educational people. The course is attracting much attention among lay as well as professional circles wherever an interest in beneficent progress is felt. The lectures are to be compiled in a book at the close of the season. Dr. Lewis G. Janes, of 9 Clifton Place, Brooklyn, is president of the association.

### Climbing the Hill of Knowledge.

WEEHAWKEN, N. J.—The children of Upper Weehawken who attend school do so at the risk of their necks, and the anxious parents who pay taxes, think they "do well to be angry" at the state of affairs. They live on the heights, beyond the Palisades, while there is a school-house conveniently near, the children cannot attend it because it is just outside the Weehawken line. Many parents have offered to pay any sum for the privilege of



sending their children to this school, but those in control refuse, and the pupils attend the school-house on the Boulevard. In order to do this they must walk a long distance over the common, and then descend the stairway of the Palisades. In fine weather this climb and descent would tax an adult, and when the wind blows and the stairs are coated with ice it is a perilous trip for pupils. The other way to reach the school is by a long detour of several miles by the way of Union Hill. Many parents keep their children at home, rather than allow them to climb the hundreds of steps up the Palisades.

### A Slumming Superintendent.

BANGOR, MAINE.—In a recent address before the Athene club Miss Mary S. Snow, superintendent of schools spoke a good word for industrial training. Miss Snow said she had been "slumming" all winter, and had found many families who lived upon the alms given to small children, and others who were supported by the associated charities. The remedy for this state of things, Miss Snow says, is industrial training in the public schools.

"In the primary grades we do now give the children some manual work, which develops the hand and heart as well as the head; in the higher grades, however, we forget that the whole body goes to school, and setting aside all else, develop the head for all it is worth at the expense of the rest of the body. We teach our school children that to be an accountant is the whole aim of man,—that standing behind a counter is an honorable and worthy employment, while working at a trade carries with it a stigma of commonness and disgrace. We teach them that entrance into a trade is a step down. We teach our girls that to enter domestic service is to take a step down; it is not, it is a step up if taken rightly. Let us put into our schools sewing for the girls and blacksmithing and plumbing and carpentering for the boys, and we shall find the remedy for this."

### A Boy their Leader.

OMAHA, NEB.—The importance of the fire drill in schools was recently illustrated in one of the schools in this city. Five hundred children were in the building when it was discovered to be

on fire. The teacher lost her head, and dashed out of her room calling fire. A panic followed, and many lives would have been lost but for the presence of mind of a fourteen-year-old boy whose duty it was to beat time for the fire drill exercise. He began drumming with all his might, and the other children remembered their drill and falling into line marched out of the building in safety.

### Give us More Text-Books.

LA CROSSE, WIS.—The ministers' union has sent a memorial to the superintendent of schools, regretting that the teaching of morals has no place in the school curriculum, except as taught incidentally. The union advised that the subject be taught by the introduction of proper text-books, by talks on "good morals," and by the use of books in the supplementary reading course which will inculcate moral lessons.

In his monthly report Superintendent Hardy says in reply, "While 'morals' as a specific study is not included in the printed course, it is a grave mistake to suppose it has no place in our curriculum. The aim of all the instruction and discipline of the public school is to prepare our pupils for good citizenship. Direct moral instruction is given in connection with the lessons in history, biography, reading, etc. How superior, how much more vital is such instruction compared with the cut and dried formulae of text-books. Day in and day out the discipline of the school compels the daily practice of such virtues as promptitude, regularity, silence, industry, and obedience until they are so ingrained in the physical, and moral fiber of the child that there is no escape for him."

### Asking for a Raise.

BOSTON, MASS.—The women assistants in the high and Latin schools have petitioned the school committee for a fairer adjustment of salaries.

At the present scale of salaries, the minimum for women is \$756 per annum, while the junior masters receive \$1,008.

The annual increase for women is \$48, and that for junior masters \$144.

The maximum salary for women is \$1,380, against \$2,880 for junior masters.

The petition asks that the maximum for women be increased from \$1,380 to \$1,836, that the annual increase be changed from \$48 to \$108, and that the number of years required to reach our maximum be reduced from thirteen to ten.

Surely this is a moderate request, and the whole additional expense to the city for the first year would be less than \$3,000. Of course the expense will gradually increase, but not for many years, as there will never be a large number of women receiving the maximum salary.

At present the maximum of women is less than half that of men, although they teach the same subjects, the same number of hours from the same text-books, and fit pupils for the same college examinations. A man's salary has an annual increase three times that which the women receive.

One of the old arguments for this disparity in salaries is that men receive college educations as a preparation, while less preparation is required of women. Even if this held true, the fact remains that the women are not asking for equal salaries, they will be satisfied with \$1,044 less than men receive. Many women are college graduates, and many others have spent much time and money in special study and travel, summer schools, etc.

Another argument is that men have families to support. As a matter of fact 66 per cent. of the Boston woman assistants support others.

As regards salaries of high school teachers, Boston is way behind other cities. Brooklyn women teachers receive a maximum salary of \$1,700; Chicago and St. Louis pay \$1,800; Cleveland, \$1,600; and San Francisco, \$1,680. On the other hand, Boston pays its men more than other cities. In Chicago men who do the same work as women receive only from \$100 to \$200 more, and in San Francisco the salaries are the same.

### Announcement.

The New York State Art Teachers' Association held a highly interesting meeting at the Teachers college last week. A report of the proceedings may be looked for in THE JOURNAL next week. Several other accounts of meetings and notes of interest to educators are crowded out to make room for more pressing material prepared especially for this number.

The announcement is made that a course of free drawing lessons will be given at Glens Falls, N. Y., next summer, under the auspices of the New York State department of public instruction. The instructors offer their services entirely free of charge, thus sacrificing a large share of their vacation to help on the good work. It is said that probably two other summer schools will give free instruction in drawing to teachers. THE JOURNAL has urged for some years that the state should open summer schools for teachers and takes particular pride in making this announcement. More definite information relating to the new departure will be given in a later number.

## Homes for Teachers.

An International School Teachers' Home Association has been formed to realize the idea of teachers' homes. Its official headquarters are at Kansas City, Mo. The homes are to be built in resorts centrally located in each division of the United States, and one in Canada. The first home is to be built at Eureka Springs, Arkansas, where a welcome is already assured by the gift of a building site of forty acres of forest-land, containing springs. The people have also donated ash and marble, limestone and onyx for the building which, will be 285 x 150 feet. It will be fireproof, and well ventilated, handsomely furnished, provided with elevators, bath-rooms on each floor, and all other modern improvements. The dining-room will be 100 x 85 feet, furnished in marble, onyx, and French plate mirror. Beneath this will be the gymnasium, thoroughly equipped, and above the dining room the auditorium will be located.

### OBJECTS OF THE ASSOCIATION.

1. To establish and maintain unique, modern homes for the educators of the United States and Canada.
2. To care for the sick, disabled, and aged members of this association.
3. To provide rest, recreation, and pleasure for the worn and weary during vacations.
4. To furnish facilities for higher education and culture in the use of libraries, scientific apparatus, gymnasium, etc.
5. To furnish homes for the unemployed at cost, and all help possible to secure situations.
6. To establish an educational journal devoted to the interests of members, in gathering information of latest methods and research, and furnishing communication between employer and unemployed.

The officers of the association are:

D. M. Anderson, Kansas City, Mo. President.  
 Horace F. Wheeler, Kansas City. First vice-president.  
 Helen Kimber Parsons, Kansas. Second vice-president.  
 Elizabeth Anderson, Kansas City. Secretary.

### MEMBERSHIP.

Teachers, ex-teachers and members of their families are eligible to membership.

The membership fee is three dollars.

The annual dues are three dollars.

Those who join the association before January 1, 1897, are charter members, and their dues will be only \$2 and will secure membership until January 1, 1898.

There are no other expenses, monthly dues, nor assessments.

Any one making a donation of \$50 or more will be given a certificate of life membership.

Members are entitled to all of the privileges of the homes, some of which are rest, pure water, mountain air, good society, literary entertainment, boating, swimming, horseback riding, gymnasium, art department, libraries, music room, hot and cold baths, wholesome food, reduced railroad rates to the home, board \$2.50 per week, and an extensive campus which furnishes ample room for tennis, croquet, and other outdoor sports.

### TRUSTEES.

Among the trustees we notice the following names:

Col. F. W. Parker, Chicago, Chicago, Ill.  
 Mrs. Mary H. Hunt, Boston, Mass.  
 W. H. Anderson, Wheeling, Va.  
 M. A. Bailey, Emporia, Kan.  
 H. A. Nickell, Ozark, Ark.  
 Dr. Joseph Baldwin, Austin, Tex.  
 James L. Hughes, H. M. Inspector of Public Instruction, Toronto, Canada.  
 Mrs. A. J. Peavey, Denver, Col.

Miss Frances Willard addressed the following letter to the founder of the association:

DEAR MRS. ANDERSON:—Any enterprise that looks toward furnishing to school teachers a place of rest and recreation has my warmest sympathy. I began to teach when I was eighteen years of age and kept it up with intervals of travel for fifteen years, beginning in a primary school and ending as dean of a Woman's College and professor in a university, so I think I have sounded the diapason of all teachers' lives in my own dear native land. I know its joys and sorrows, its success and defeats, but best of all I know its honest hard work for which no money can make an adequate return. The wonder to me is that the people who have derived so much advantage from the patient labors of our school teachers of every grade have not earlier set about establishing for them such homes for their summer outings and periods of rest as they ought to have. The children of the nation would reap untold benefit from being taught by those whose mental work was less strenuous than that of our over-wrought teachers in general. The greatest trouble seems to me to be that they not only teach nine months of the year, but they go about seeking what will "help them in their work" during the other three, so that they are practically like Noah's dove "seeking rest and finding none."

I have made three temperance journeys to Arkansas, beginning in 1881, and have helped so far as I could to introduce the W. C. T. U. into that beautiful country. It rejoices my heart that a good work has been done and that you are not going to allow the sale of liquor in the neighborhood of this rest home for our good friends and benefactors who teach the young.

Please count on me for any help that I can render and believe me. Yours with every good wish.

FRANCES WILLARD.

The association is likely to make the fatal mistake of spreading itself over too much ground. If it fulfils objects Nos. 1 and 3, it will do well. Nos. 2 and 5, if they can be carried out, would be a good thing, though they had better be left out for the present. But 4 and 6, particularly the latter are clearly beyond the province of a school teachers' home association. Why must there be a new educational paper every time a dozen teachers get together to do a certain thing? We know of at least seventeen journals of this kind which have been discontinued in the past ten months after a brief and expensive existence. Nothing will swallow up money as fast as a periodical. Teachers who wish to join the association will do well to note in their letters that they should like to see the "home" idea realized, but would under no consideration see their money wasted in experiments outside of this particular field.

The founders and officers of the association are earnest and enthusiastic workers for their cause and it is only natural that mistakes will be made in entering this new and untried field. One is already on record; they have undertaken more than they can safely carry. Another one is the neglect to inform the established educational journals of the new enterprise. THE JOURNAL learned of it through letters of inquiry pouring in from all over the country, particularly from the West, of teachers who wished to know our opinions of the association.

Letters were at once addressed to a number of the trustees to obtain information. In reply we received a circular, the substance of which is given above and several letters, among them the following.

### OFFICE OF INSPECTOR OF SCHOOLS, TORONTO.

I was asked to act as trustee of the Home, which was to be established at Hot Springs, Arkansas, as a recruiting place for tired teachers. I thought the idea a good one, but I have no definite information in regard to the matter.

JAMES L. HUGHES.

Last summer Mrs. Hunt was asked to act as trustee for the International School Teachers' Home Association. She expressed her willingness to allow them to use her name as trustee, if there were no official obligations; hence her name was entered as one of the trustees of that organization.

She has in her possession a charter drawn up under the laws of Missouri, and there is such an organization with a president, vice-president, secretary and treasurer, and fourteen trustees.

From the prospectus, we believe it a meritorious enterprise. We know nothing of its progress or practical working; indeed it cannot have attained much, as it is still in its infancy. We are glad to give you such information as we have concerning it.

Respectfully,  
 S. I. COOLEY.

### Will Retrenchment Pay?

OMAHA, NEB.—The school board expects to carry on the schools for from \$30,000 to \$40,000 less than last year, and with this reduction they expect to run school affairs decently. The teachers' training school has been closed. As the heaviest item of expense is teachers' salaries, retrenchment will probably begin there. Omaha teachers do not receive more than teachers in other cities, and the salaries have already been reduced 10 per cent, by cutting down the school year from ten to nine months. Of course salaries are relative, and salaries in Omaha are relatively low. A further reduction would mean the loss of many of our best teachers, who would, no doubt, be welcomed to other cities.

### Looking for Good Teachers.

PORTLAND, MAINE.—During a recent visit to the Portland schools, Supt. Balliet, of Springfield, Mass., offered three of the best teachers positions in the Springfield schools. These teachers now receive \$425, and the salary offered at Springfield is \$600. If the teachers leave, as they probably will, it will be a great loss to Portland, for there is a scarcity of trained teachers. So great is the difficulty in obtaining substitutes, that when a regular teacher is ill, her class often goes without a regular teacher for several days. It would seem that Portland should offer salaries which will make good teachers permanent.

### Columbus: First In Many Things Educational.

COLUMBUS, OHIO.—Dr. J. U. Barnhill, president of the board of education, a short time ago gave a highly interesting historical sketch of the growth of the public schools of this city. He said that Columbus was the first in Ohio to employ a superintendent of public schools (Dr. Asa D. Lord). The city also was the first to employ women as principals, and the first to pay equal salaries to men and women for equal service. It was among the first to abolish the color line in schools; the among the first to establish vital relations between the public library and the schools by sending out books to be used for supplementary reading in the class-rooms; among the first to dispense, in a measure, with final examinations (see article on page 263 of this number); among the first to maintain a first class normal school in connection with the public schools; among the first to make the kindergarten an integral part of the public school system.

### Who Will be State Superintendent ?

The question, Who will succeed Dr. Addison B. Poland as state superintendent of New Jersey is being widely discussed in educational circles just now, not only in the state most directly concerned, but throughout the country. All true friends of the schools are united in the wish that the man chosen ought to be a man of scholarship, of firmness of purpose, and strong executive ability; one who is well acquainted with the peculiar educational needs of the state, who is imbued with the spirit of the new education, and is at home in the theory and practice of modern pedagogy; one who can inspire teachers and stir the people to take a lively interest in the improvement of schools; and, lastly one who is thoroughly in sympathy with the movements inaugurated by Dr. Poland, particularly the "township act," skilled supervision of township schools, and the professional advancement of all teachers in the state. No mere politicians, no narrow-minded, selfish pot-hunters, no "mean secondary men" should be considered.

Prin. Green, of the state normal school of Trenton, would be just the man for the place, but he will hardly want to give up his present position. Supt. Ralston, of Asbury Park, the state manager of the N. E. A., is another educator worthy of the place and, at the present writing, the indications are that he will be elected. Dr. Poland is said to have proposed Senator E. C. Stokes who, as superintendent of the Millville schools, has shown himself a capable executive and safe leader. Two other prominent educational men mentioned for the place are Mr. Geo. A. Frey, of Camden, member of the state board of education, and Prin. Bissell, of Newark, who is known to many of our readers through his contributions to THE JOURNAL. The Bergen county teachers' association have recommended their superintendent, Mr. John Terhune. Among others whose friends would like to see them get the post are Supt. J. A. Reinhart, of Paterson; Supt. Gregory, of Trenton; and Prof. Meleney, of the Teachers college, New York city, who was at one time superintendent of the schools of Paterson. But these are not candidates, so far as the writer is aware.

Governor Griggs, who has the power to appoint the superintendent, is a Republican and will most likely give the preference to one of his party, though he will not allow political allegiance to stand in the way. He is a man of culture and broad views, and has at more than one time demonstrated his determination to be loyal to the best interests of the schools and to help advance them to the best of his ability. His decision is looked for with great interest.

### School Directors Fight Is On.

The Cleveland plan of city school organization may be the best there is, but there seems to be room for much improvement. The papers of Cleveland in the past five weeks have been printing articles concerning the approaching election of a school director that have all the clang of political warfare. It seems to be out of question that any one but a Republican can ever be elected. Thus party lines are drawn, the very thing that the best friends of the schools have always opposed. The following paragraph from the *Plain Dealer* reveals a side of the Cleveland plan that the Committee of Fifteen must have overlooked, and Bro. Bardeen will want to revise his "I do not see in what respect the Cleveland plan could be improved" when he reads it:

"The fight for the school director is waxing warm and the campaign for the preliminaries promises to be most interesting in the Republican party, because for this one office alone yesterday there were at least sixteen candidates of more or less prominence, and each one more or less sanguine in his expectations of securing the office."

Elections of school directors and judges should not be fought on party lines. It would be well to separate them from the general election and set a special date for them. This is the best way we can think of at present to educate the people to non-partisan voting in filling these offices.

### Notes from Here and There.

QUEBEC.—The trouble concerning the Manitoba school system seems to be more of a struggle between the French and English than a controversy between Protestants and Roman Catholics. So grave has the racial question become that the secession of the French Province of Quebec from the Canadian Confederation has been seriously discussed.

BALTIMORE, MD.—A bill has been introduced into the legislature providing for introduction of physical culture in the public schools and other institutions supported by state funds. Cities of five thousand and more inhabitants shall employ specially trained instructors to supervise the exercises and train the grade teachers. In the smaller towns teachers shall receive at least fifteen consecutive drills under specialists.

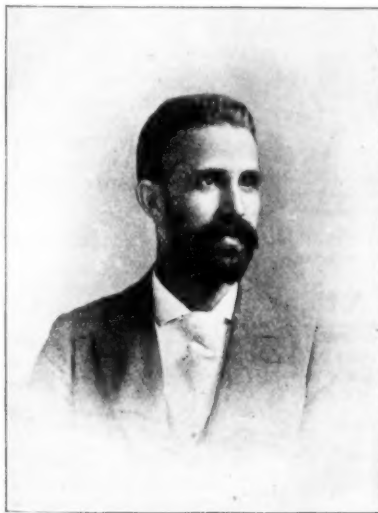
State Superintendent A. B. Poland, of New Jersey, the newly elected assistant superintendent of schools in this city will receive a salary of \$3,950 instead of \$3,750 as stated in THE JOURNAL of Feb. 22. The leading newspapers of New Jersey speak highly of Dr. Poland's administration, and regret his leaving. *The Daily True American* says of him, "He has been an efficient public officer,

and has enlivened and inspirited the school system of New Jersey to a point never reached before."

Supt. J. A. Shawan, of Columbus, Ohio, is among the most successful school superintendents of this country. He is a splendid executive officer, a devoted student of pedagogics and a practical school man of the first order. His "Plan for the Promotion of Pupils," which is printed in this number, is the result of painstaking investigations and a thorough grasp of the problems growing out of the practical needs and conditions of the schools. Boards of education and superintendents, principals and teachers of graded schools will find it profitable closely to examine its principal features; it contains a great deal of sound advice on one of the most troublesome questions of school practice.

The walls of the East Orange, N. J., high school are decorated with beautiful photographs of famous works of art. The collection includes about 120 pictures and was made by Supt. Vernon L. Davey on his European trip last summer. The Alumni Association donated twenty of the photographs and the board of education purchased the remainder for the school.

Isaac Pitman & Sons, 33 Union Square, New York, are the pioneer house in the publishing of shorthand works, and have sustained a reputation second to none. The Isaac Pitman system has been adopted in the Brooklyn evening high school in the western district. The adoption of this system by the New York public schools in the fall of 1893 has met with marked success, the students taking the greatest interest in this fascinating study. The great following of the Isaac Pitman system permits new and improved text-books to be frequently issued, and the latest and best, *Isaac Pitman's Complete Phonographic Instructor*, is now a standard in many schools. The remarkable success of this system in the New York schools has brought it into such prominence that there is a widespread desire to be taught it, and, for this same reason, employers favor those who write it. Shorthand is fast becoming a leading feature in educational institutions, and it is wise to be prepared to teach it.



Mr. Hammett Retires from Active Work; the Business Continues.

Those who have given their best efforts and strength in the cause of education for the past thirty years will remember with pleasure the progressive methods and earnest efforts Mr. J. L. Hammett, of Boston, has always used to supply their needs and to keep well abreast of the times during the thirty years of his labors. He has striven always to study carefully the needs of teacher and pupil alike, and to urge upon the educational public those appliances only which were of real value to them. This course has resulted in building up a large business, and he has been unquestionably successful in collecting the largest and most varied stock of educational apparatus to be found in any one store in this country.

After his long service, he has this year retired from active labors and the business so long known as J. L. Hammett will now be known as J. L. Hammett Company, and will be conducted as formerly at 352 Washington street, Boston, Mass.

The new company is composed of those who were formerly associated with Mr. Hammett, so it is fair to infer that the business will be equally well conducted as before. Such an enterprise deserves the support and approval of all educators, and we bespeak for the new company the hearty co-operation of all interested in the cause of education.





D. C. HEATH & Co.—Le Premier de Francais. By Louise S. Hotchkiss. Boards .40.

The Literary Study of the Bible. An account of the leading forms of literature represented in the sacred writings. Cloth \$2.00.

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HOUGHTON, MIFFLIN & Co.—Robinson Crusoe. By Daniel Defoe. (\$ .60.)—In New England Fields and Woods. By Rowland E. Robinson.

G. P. PUTNAM'S SONS.—Little Journeys To The Homes of American Authors—Emerson. By George William Curtis.—Regeneration. With an Introduction by Nicholas Murray Butler. (\$1.75.)—Little Journeys to the Homes of American Authors. By Caroline H. Kirkland.

J. B. LIPPINCOTT CO.—Hugh Melville's Quest. By F. M. Holmes. (\$1.25.)

HENRY HOLT & Co.—An der Majosecke. By Charles Harris. (\$ .20.)—Das Abenteuer der Neujahrsnacht. By Albert B. Faust. (\$ .25.)

FRED. A. STOKES.—Diana's Hunting. By Robert Buchanan. (\$ .75.)—The Pocket Magazine. Edited by J. Bacheller. (\$1.00 a year.)

HENRY T. COATES & Co.—Echoes of Battle. By Bushrod Washington James.

THE JOSEPH KNIGHT CO.—Dames of High Degree.—By Thom on Willing. (\$2.00.)

CHAS. H. KERR & Co.—American Liberata. By Robert H. Vickers. (\$ .50.)—The Beauty of Kindness. By James Villa Blake.

MAYNARD, MERRILL & Co.—The Conquest of Mexico. By William Hickling Prescott. (Mailing Price, \$ .36.)

LEE & SHEPARD.—The Woman's Manual of Parliamentary Law. By Harriette R. Shattuck. (\$ .75.)—Public Speaking and Reading. By E. N. Kirby, A. B. (\$1.00.)—Studies in the Thought World. By Henry Wood.

FISCHER & BRO.—The Spinning Bee. By Mrs. Gottlieb H. Federlein. (\$ .60.)—Angelic Chords. By J. F. Fischer. (\$ .75.)

THE IRVING CO.—Alden's Living Topic Cyclopaedia.

THE WOOD-ALLEN PUBLISHING CO.—The Marvels of Our Bodily Dwelling. By Mary Wood-Allen, M. D.

J. A. JOSEPH.—Shakespeare's The Tempest. By J. A. Joseph. (\$ .25.)

THOS. A. DAVIES.—How To Be a Christian. By Thomas A. Davies.

MAYNARD, MERRILL & Co.—Legends of German Heroes of the Middle Ages, from Deutsche Heldensagen. By Prof. Johannes Schrammen. (\$ .40.)—Le Chant Du Cygne. By Arthur H. Solial.

G. P. PUTNAM'S SONS.—A Manual of Physics. By William Peddie. (\$2.50.)

## Notes from Here and There.

California's experiment of printing the text-book used in the public schools of the state has proved to be a very costly one. The loss on the venture since its establishment in 1885 is estimated to be about \$200,000.

John J. Bradley, late of Henry Carey Baird & Co., Philadelphia, Pa., has started in the book business in that city, under the style of the Philadelphia Book Company.

Messrs. Longmans, Green & Co. announce their removal to more convenient premises, and request that all correspondence may in future be addressed to 91 and 93 Fifth avenue, New York, N. Y.

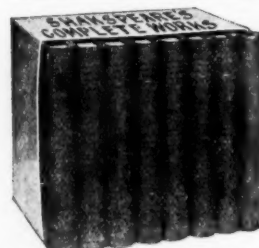
On May 1, A. S. Barnes & Co. will remove from 56 East Tenth street, to the Presbyterian Building, 156 Fifth avenue, New York, where a suite of offices has been engaged on the fifth floor. The firm has leased its ink and mucilage business, and will hereafter give particular attention to the sale of its "P. D. & S." pens.

The vile attack made on the Funk & Wagnalls Standard Dictionary in the Minneapolis *Tribune* is now repudiated editorially by that paper, as follows:

In certain advertisements heretofore published in this paper certain statements reflecting upon the Standard Dictionary, published by Funk & Wagnalls Company of New York, have been made. Lest the impression should be had that *The Tribune* originated these statements, and has given them circulation on its own account, we wish to say: *The Tribune* was not and is not responsible for these statements; and that *The Tribune* does not indorse the charges therein contained. These charges were made by the purchasers of those advertisements.

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**COOKE'S NATURE MYTHS AND STORIES** has been adopted by the Indiana Young Folks Reading Circle for Third and Fourth Grades. This is the strongest State Reading Circle in this country. Its judgment is of value. Price, cloth edition 35 cents, boards edition 25 cents.

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## Books.



For many years Webster's Dictionary stood as the representative of the best effort in the field of lexicography of an American scholar, and hence it is not surprising that many felt an almost patriotic love for it. But thought widened, science advanced, bringing many new terms, and necessitating revision, a work that could not be done by one man. The needs of the English-speaking race for a dictionary containing the words of good repute used in all places where the English language is spoken has been amply met in the *International Dictionary*, which received when it appeared, a chorus of praise from scholars all over the world. What a noble structure was built on the foundation left by Dr. Webster! In the completion of this great work no expense was spared, and instead of one builder, or a few, there were scores of men, each a specialist in his line, who helped to complete this great intellectual edifice. A copy of Webster seems to be a necessity to scholars, teachers, editors, authors, and others engaged in intellectual pursuits. They will need it for its wisely chosen vocabulary, from which useless and archaic words have been excluded; for its modern spelling; for its concise and care-

fully worded definitions; for its quotations illustrating the use of words; for its excellent appendices, and for its numerous other points of merit. Whatever other dictionary is found in the study Webster's should not be lacking. Its extensive use in schools shows its popularity there. G. & C. Merriam & Co., Springfield, Mass., are the publishers of this great work.

Another volume has been added to the Century Science Series (*Justus Von Liebig*, his life and work, by W. A. Shenstone, F.I.C., published by Macmillan & Co., New York,) equaling in interest and value the volumes already published. The sketch of the life of Justus Von Liebig has been most ably written by W. A. Shenstone, lecturer on chemistry in Clifton college, and gives us a more extended knowledge of this great scientist. Chapters are devoted to an account of the chemical discoveries, the educational work, and the characteristics of Liebig. As the writer truly remarks, "the name of Liebig is doubtless familiar to most of us, but I fear that very few have any clear idea what he did, why chemists admire and esteem him, or, indeed, are aware that they do admire and esteem him. As the result of my inquiries, made among cultivated people, I have found the prevailing impression concerning Liebig to be that he was a man who gained a large fortune by making "extract of meat." Now and then one meets some one who "seems to have heard" of his name in con-

*You have not read this before!*

## The "Pass-It-On-Society."

Probably many of our readers have already heard of this society and its work. It was started on a suggestion made by the Rev. J. M. Farrar, D.D., of Brooklyn, who writes, on February 8, 1895: "My Dear Sir: Booth's Pocket Inhaler works like a charm. The first inhalation gave relief. It is a blessing to humanity, and I am sorry it is not better known. I add my name to the 'Pass-It-On-Society.'" On December 5, 1895 (ten months later), Dr. Farrar writes: "I believe it is a real blessing to the afflicted." If you are suffering with **Catarrh, Asthma, Bronchitis, Catarrhal Deafness, Hay Fever, Rose Cold**, or any similar disease of the respiratory organs, send for **HYOMEI**, the new and wonderful *Australian "Dry-Air" treatment* comprised in

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### HOW THE "PASS-IT-ON-SOCIETY" GROWS.

Griffin, Ga., July 8, 1895.  
Like Dr. Farrar, I want to join the "Pass-It-On-Society." I am so grateful for the good results that I have received from the use of Hyomei, and I have already spoken of it to a number of my friends.

C. I. STACY, Sec'y Y. M. C. A.  
Buffalo, N. Y., Aug. 21, 1895.  
In thirty years' experience in the practice of medicine I have never given my name in support of a proprietary remedy, until I met with Hyomei, which I adore with all my heart (professional ethics to the contrary notwithstanding). Since testing Hyomei in Laryngitis, Bronchitis, Catarrh, Asthma, Hay Fever, I believe in it for itself, for what it has done, and I gladly add my name to the "Pass-It-On-Society."

S. H. MORRIS, M.D., 159 Franklin St.  
P. S.—You are at liberty to use this as you may deem best.

Pass Christian, Miss.  
I have been a sufferer from Catarrh and Bronchitis ever since last August; my pastor, Rev. O. W. Flowers, advised me to try your remedy. He has been using one of your Pocket Inhalers ever since last Spring, and has derived much benefit from it.  
Miss BERTHA B. STEWARD, Harrison County.

**HYOMEI is a purely vegetable antiseptic, and destroys the germs and microbes which cause diseases of the respiratory organs.**

The air, thoroughly charged with Hyomei, is inhaled through the Pocket Inhaler at the mouth, and, after permeating the minutest air cells, is slowly exhaled through the nose. It is aromatic, delightful to inhale, and gives immediate relief. It stops all spasmodic coughing instantly, clears the voice, expands the lungs, and increases the breathing capacity.

**Pocket Inhaler Outfit, Complete, by Mail, \$1.00**, consisting of pocket inhaler (made of deodorized hard rubber, beautifully polished), a bottle of Hyomei, a dropper, and full directions for using. If you are still skeptical, send me your address, and my pamphlet shall prove that Hyomei does cure. Consultation and trial treatment free at my office.

**Hyomei Balm**.—An antiseptic skin food for weak chests, burns, scalds, chapped lips, rough hands, frost bites, eczema, etc. Nothing has been discovered so effective for the purposes named. Price by mail, 50 cents.

R. T. BOOTH, 23 East 20th St., New York.

New York, Feb. 1, 1895.  
I have been troubled with Bronchitis for about four years. No medicine helped me. About two weeks ago I tried one of your Pocket Inhalers, which gave me immediate relief. Sunday evening my pastor, the Rev. Dr. Farrar, spoke with great difficulty, apparently from a heavy cold settled in his chest. I sent him one of your Pocket Inhalers. I inclose his reply.

HALSEY FITCH, 170-172 Chambers Street.  
(Dr. Farrar's reply is given above).

Greensboro, Ala., Sept. 15, 1895.  
Your Hyomei cured me of Catarrh after other remedies failed; will add my name to the "Pass-It-On-Society."

Yours truly,  
W. M. SEAV.  
New York, Sept. 20, 1895.  
I take pleasure in adding my name to the long list of those whose lives have been made happier by the use of Hyomei. It is not only an instant relief to Catarrh sufferers, but will cure this disease entirely. I have been the instrument of inducing many friends and acquaintances to seek relief through its use. I have yet to learn of one who has not been benefited. I want to "pass-it-on."

A. G. THOMPSON, 33 Wall Street.

AMERICAN UNION LIFE INSURANCE COMPANY, 44, 46, 48, Cedar St., New York, February 19, 1896.

Please find enclosed one dollar for which send one Pocket Inhaler Outfit to my friend, D. S. Walton, 134 Franklin St., City. It has done me so much good that I never cease recommending it to my friends and as you know have bought as many as 12 or 15 which I have given to personal friends, and have influenced more than twice this number to buy them, and I have yet to meet one who has not thanked me for recommending it. It has completely cured my little daughter of Catarrh, from which she has been suffering for years.

Very truly yours,  
J. S. NUGENT (Treasurer).

Albany, N. Y., July 3, 1895.  
I will tell you candidly your remedy has given me more relief from my Asthma than anything I have used, and really I have been so enthusiastic over it that I have made a great many converts, not only in Albany, but West Troy. The effect Hyomei has on me is very pleasant; when I am oppressed for breath, I inhale a short time, and the great desire to cough is gone. The little Inhaler is my constant companion.

Mrs. SARAH E. BANTHAM, 359 Clinton Avenue.

## Cures by Inhalation

nection with agriculture. Scarcely any one now seems to know that he was one of the greatest of that class in whose work Mr. Balfour finds "the causes which, more than any others, conduce to the movements of great civilized societies." The purpose of this book, therefore, is to tell what Liebig was, what he did, and why all chemists, and all those who are versed in the history of science admire and esteem him so greatly. It is interesting to read the account of his early struggles, and at school we are told that he was not a success from a "pedagogic point of view." On one occasion the good rector, after reproaching the lad for his want of diligence, told him "he was the plague of his teachers and the sorrow of his parents," and ended by asking him what did he think was to become of him. Liebig, supposing that he was expected to answer this question, replied, amid the uncontrollable laughter of the good rector and of the whole school, "that he

would become a chemist," and his words undoubtedly came true.

His unbounded energy and perseverance, and his fine mental attainments helped him to overcome obstacles that would have discouraged most people. The dominant characteristics of Liebig were his intense desire for truth, his unselfishness, the complete absence from his mind of any tincture of the partisan, and his unflinching vivacity. His scientific disputes were, from the novelty of many of his ideas, not, unnaturally, rather numerous. In these discussions he too often forgot the man in his desire to read and destroy the error. But even those whom Liebig belabored in the arena of scientific controversy could not help loving such a man when they came to know him, or fail to forgive him if in his ardor in the support of what he considered to be true, he sometimes exceeded the bounds of courtesy in scientific warfare. He was one of the greatest men of this century, and his name has become a household word over a large part of two continents. Would that the good rector who censured Liebig in the days of his youth could have read the account of his life now before me!

MARY PROCTOR.

#### New Train Service to Kansas City.

The Chicago, Milwaukee & St. Paul R'y has just added to its service a night train in both directions on its Kansas City Division in addition to the day train, which will still continue to run. Southbound the new train will arrive in Kansas City in the morning in ample time to make connection with the outgoing morning trains on all Southern and Southwestern roads. Passengers for Ottumwa, Excelsior Springs, Kansas City or points south or southwest of Kansas City, will find this a most desirable route. A through sleeping car will be run between Savanna, Cedar Rapids and Kansas City, and free reclining chair car and coaches between Chicago, Savanna, Cedar Rapids and Kansas City. Meals will be served on the train en route. The agents of the Chicago, Milwaukee & St. Paul R'y and connecting lines will furnish any further information desired.

The second year of *The Academic French Course*, by Antoine Muzarelli (American Book Co.), fully warrants what was to be expected after the publication of the first volume. (See N. Y. SCHOOL JOURNAL, Jan. 4, 1896.) In the same systematic and progressive way, the serious student is led by an intelligent and conscientious French teacher to speak, write, and understand correctly the French language during this course of "two years." Tablets of irregular verbs, a general index, and a conversational

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### Journal of Education for February 27

is devoted entirely to helps for the celebration of Arbor Day in the schools.

AMONG THE ARTICLES AND EXERCISES ARE THE FOLLOWING:

Arbor Day Exercise, by Ella M. Powers; Trees, An Exercise, by Nellie Clark Brown; Specimen Program for Arbor Day; The Uses of Leaves, by Etta Austin Blaisdell; The Protection of Our Forests, by Nellie Allen; Palms, by Prof. Whitman Bailey; Arbor Day Poem, by Olive Dana; Foreign Forestry Laws; Rules for Tree Planting; Arbor Day Arithmetic; Timber Products; Questions About Woods; Famous Trees, etc., etc.

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appendix under the title "Un Voyage à Paris" make the work a *vade-mecum* for any one to consult at any time. Upon this appendix the author seems to lay a special weight. Unlike other "familiar conversations" which are sometimes memorized even by beginners, for use in all possible and impossible circumstances in future conversation with French people, this appendix appears only at a stage when "it serves as a general review and a practical application of all that preceded," being "a simple and elegant turn of the expressions in every-day life as employed by people of good standing and education." J. SULZBACHÉ.

That "the proper study of mankind is man" is just as apparent to-day as it was when Pope penned this famous line. In these latter days man's social and intellectual progress has been made the subject of profound and minute study from the savage in his dug-out to the civilized man in his ocean liner. The study of the lower races is one of vast importance, as showing the road over which all peoples have traveled towards civilization. Alfred C. Haddon, a renowned anthropologist and professor of zoology in the Royal College Science, Dublin, has treated one phase of the subject, and an important one, in his volume on *Evolution in Art: As Illustrated by the Life Histories of Designs*. He has supplemented his own deep knowledge of the subject by researches through the museums of Britain and continental Europe and by all the help possible to be obtained from men learned in the subject. Copious extracts have been made from the works of other writers to show that there have been quite a considerable number of investigators who have approached the subject of decorative art from a similar point of view to that elaborated in the present essay. The studies are confined mainly to art evolution in Europe, Asia, Oceania, and Egypt, the Western hemisphere not being included. The illustrations show the efforts of the early Aryans, Semites, and other peoples, as well as of those peoples who are still classed as savage. These consist of eight plates and one hundred and thirty figures in the text. It is a work of vast importance, and will greatly aid in arousing an interest in this subject. (Imported by Charles Scribner's Sons, New York. \$1.25.)

Benjamin W. Wells, Ph. D., the author of *Modern German Literature*, asked himself, "What does the general reader want

to know about the literature of Germany?" and proceeded to furnish it. He found very little except the Nibelungen before Lessing, and comparatively little after Heine, that he deemed would interest the non German reader, and hence has condensed a great amount of matter in the first and last chapters. He has dwelt at length on the great names, such as Klopstock, Wieland, Herder, Lessing, Goethe, Schiller, Richter, and Heine. Their lives are traced in detail and also the influences that directed their genius; numerous anecdotes and incidents are given that help to lend attractiveness to the book for the non-critical reader. While efforts are made to assign the rank and show the influence of each writer, the author has avoided being too minutely critical. "Surely," he says, "it is right and helpful to pluck the flowers of literature without grubbing for their roots"—a sentiment with which most readers will agree. (Roberts Brothers, Boston. \$1.50.)

Papers that deal with thought-education, mental science, and spiritual evolution in their practical aspects are contained in the volume on *Studies in the Thought World, or, Practical Mind Art*, by Henry Wood. Their restorative forces are explained and applied to human life. No one can read this book without receiving a great mental and spiritual uplift. Mr. Wood is an original thinker and an idealist, and has the faculty of presenting vital topics in a marvelously graphic and interesting manner. The higher unfoldment of man is ably treated from the scientific standpoint. The molding power of thought, and its systematic exercise as related to health and happiness, are also clearly set forth. (Lee & Shepard, Boston. \$1.25.)

*An Elementary Text-Book of Mechanics, Theoretical and Practical*, by R. T. Glazebrook, M. A., F. R. S. (Cambridge University Press; \$1.25) has recently been issued. Of late many elementary books have appeared, treating of this very difficult but most interesting science. It is now universally acknowledged that the science of mechanics is the foundation of all the sciences, and an attempt is being made by some of the foremost men to introduce it in our preparatory schools. This small volume, written by a master of the subject, has the special advantage of illustrating the principles of the science by simple and convincing experiments. In a science like mechanics the definitions are of

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the greatest import, and in this respect our author is especially commendable. After a thorough explanation of the term momentum, force is defined as "the rate of change of momentum." In almost every elementary book and in some of the advanced works on mechanics force is defined as "that which changes or tends to change the state of a body, whether at rest or in motion." This definition is unintelligible, as we know nothing of that "that," but we can measure it only by the rate of change of momentum.

The first five chapters are introductory, dealing mostly with definitions and illustrating their meaning; the remaining six treat of Newton's laws of motion, force and motion, energy, motion under gravity, collision and motion in a circle. Since Thomson and Tait have discovered in Newton's third law, the law of conservation of energy, almost every English writer on mechanics is stretching the term "action" to mean energy. Our author has not escaped this tendency. First "action" is interpreted as transference of momentum, which is the generally accepted meaning of the term; then it is stretched to mean energy. It is quite probable that a mind like Newton's grasped the germ of the law of conservation of energy, but the full statement of the law was given by J. Robert Meyer and J. P. Joule based on experimental evidence and elucidated mathematically by Helmholtz. The work contains many well chosen examples illustrating the text. It is a desirable acquisition to the elementary literature of the science, and will be especially useful for a class of students who have not had the advantage of a course in higher mathematics.

A. A. H.

*Chemical Experiments*, prepared to accompany "Remsen's Introduction to the Study of Chemistry," by Prof. Ira Remsen and Dr. Wyatt W. Randall, is published by Henry Holt & Co., New York. Prof. Ira Remsen has been an indefatigable worker for the cause of education. The logical way in which he deals with the science of chemistry made his works the most desirable not only in this country, but also in Europe. The small work before us will be found an invaluable supplement to Remsen's "Introduction to the Study of Chemistry" and should be in the hands of every teacher of the subject.

A. A. H.

Two books in the same line are published by Henry Holt & Co.: (1) *German Prose and Poetry for Early Reading*, by Thomas Bertrand Bronson, is a jewel box in which the editor has gathered thirty of the tales most popular among the German people. They are told and read in cottage and castle. The foremost writers of

this century have been raised on this literature. They are "Maerchen" by Grimm, Andersen, Hauff, interesting to all who know German, and most beneficial as an example of style and fiction. To add to the interest, Mr. Bronson has interwoven in his text-book about one hundred short poems by the greatest of German poets, which, like pearls, enhance the beauty of the gems thus collected. The notes and a very carefully prepared special vocabulary make this book easy reading for pupils not very far advanced in the study of the German language. (2) A. B. Nichols, of Harvard university, has selected *Three German Tales* for "rapid reading," and as such they will accord with college requirements. Two of these tales are very popular in Germany. At the end of his work Mr. Nichols publishes an appendix in which he "tries to illustrate more than a grammar can always do," some grammatical rules "as a drill at the discretion of the teacher."

J. SULZBACHÉ.

The expression in numbers of geometrical problems has been the aim of A. R. Hornbrook, A. M., of the Evansville (Ind.) high school, in his book on *Concrete Geometry for Beginners*. The author found that such a presentation of problems was very successful in his own classes; all that is here given has been subjected to the test of the school-room. The aim of the work has been to awaken gradually, by simple and natural methods, the mathematical consciousness of the child and to guide his perceptions in such a way as to lead him to lay a firm foundation for demonstrative geometry by means of his own observations and inventions. We can imagine with what delight the pupil will proceed from one step to another in the mathematical chain, and how mathematical abstractions will dawn upon his mind scarcely without an effort. The geometrical work will help the arithmetical and algebraic and *vice versa*. One of the strongest points in the book is the large amount of thought and work it requires of the pupil. (American Book Co., New York. 75 cents.)

What is known as the Arden Shakespeare is a collection of one-play volumes, in Heath's English Classics, each one furnishing a good clear text, a scholarly introduction, an index, and numerous notes. The object has been "to present the greater plays of the dramatist in their literary aspect, and not merely as material for the study of philology or grammar." *King Richard II.* is edited by C. H. Herford, Litt. D., and *Hamlet*, by E. K. Chambers, B. A. (D. C. Heath & Co., Boston. 40 cents.)

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The subject of *Inductive Logic* is treated in a volume bearing that title, in a very concise way to suit the needs of college students, by Pres. Wm. G. Ballentine, of Oberlin college. The effort of the author has been to reproduce some of the excellencies of Dr. Fowler's "Elements of Inductive Logic," with the substitution of a sounder analysis of fundamental principles. The chapters treat of facts, observation, primary inductions, secondary inductions, mixed inductions, facts of resemblance, facts of coexistence, facts of causation, and facts of succession, Mr. Mill's doctrine of causation, canons for isolating facts of causation, Mr. Mill's four experimental methods, hypothesis, inductive arguments, fallacies, and the work of Bacon. The facts and principles are so well and briefly stated that the book will be widely used among students of the science. (Ginn & Co., Boston.)

The fact that Isaac Pitman's system of shorthand has survived, while many systems pretending to be scientific are now scarcely mentioned, shows that it has substantial merit. It is simple, practical, easily learned. So simple and condensed is this system that it is all contained (that is all that is necessary to form the basis for verbatim reporting) in a 16mo. volume of less than fifty pages, called *The Phonographic Teacher*. Those who contemplate the learning of shorthand should own this little book. (Isaac Pitman & Sons, New York.)

*Observation Blanks in Physics*, by Prof. Wm. C. A. Hammel, of the Maryland State normal school, is a book giving directions for simple experiments on air, liquids, and heat. There are illustrations of the necessary apparatus and descriptions of the same, simple directions for performing the experiments, blanks for the filling in of the pupil's observations and inferences, and places for the name of the pupil and that of the teacher when the work is accepted. The pupil's observations are directed in the proper channel, but the help will not hamper independent work. By means of these experiments he can rapidly become acquainted with the foundation principles of physics. (American Book Co., New York, Cincinnati, and Chicago. 30 cents.)

In recent years there has been a great demand for good literature for use as supplementary reading matter in the schools. Teachers believe that it is better to have the children read high-class literature, and whole works, if possible, instead of brief selections. In accordance with this demand the Standard Literature

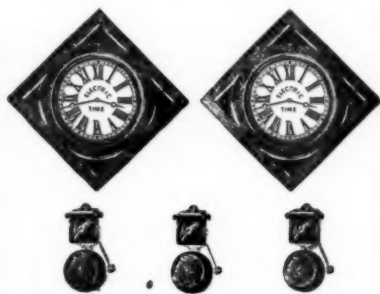
series was begun. No. 1 is *The Spy*, by J. Fenimore Cooper, a story of Revolutionary times, and No. 2-3 (double number) is *The Pilot* in which the celebrated John Paul Jones figures. The stories have been judiciously condensed and provided with introductions and notes. They are bound in paper with a handsome cover design and red back. (University Publishing Co., New York. 12½ cents a number; \$2.50 a year—20 numbers.)

The German readers in use in the schools usually have very little but selections from writers who are dead. This is well so far as it goes, but it must be remembered that there is an immense quantity of excellent material to be culled from the works of living authors. The past twenty-five years have been very productive, especially in the matter of songs. The lyrical aspirations of the new German empire are embodied in a volume edited by Alexander Tille, Ph. D., lecturer on the German language and literature in the University of Glasgow, entitled *German Songs of To-day*. In preparing it an effort has been made to bring together characteristic illustrations of the various intellectual movements that have made themselves felt in German lyric poetry during the last twenty-five years. The volume has as an introduction a critical sketch of the quarter century of song, with numerous illustrative extracts. (Macmillan & Co., New York. \$1.00.)

*A Midsummer-Night's Dream*, one of the most delightful of Shakespeare's comedies—the one that lovers of purely imaginative literature most enjoy—has been issued in The Students' Series of English Classics. It is provided with a scholarly and appreciative introduction and notes by Katharine Lee Bates, of Wellesley college. (Leach, Shewell & Sanborn, Boston. 35 cents.)

Under the title of *Public Reading and Speaking*, Prof. E. N. Kirby presents, in appropriate style, the results of his long experience as a successful teacher along this line of educational work. The book aims to develop individuality in the student. The hints and helps that it contains will readily give the student a mastery of the main problems that must be solved in order for one to succeed upon the platform, in debate, in conversation, and in a host of other affiliated topics. As an instructor at Harvard, and in the Boston university, hosts of his former pupils will bear evidence to his great success as a teacher and thorough master of his work. The book contains 210 pages. (Lee & Shepard, Boston. \$1.00 net.)

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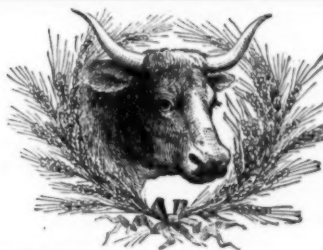
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It was a foregone conclusion that the kindergarten plan of teaching would be applied to the teaching of classes in the Sunday-school. In fact, the method has been more or less in use for some time. Some rather novel features are put forward by Lillie E. Affolter and F. E. Belden in the volume on *Bible Object Lessons and Songs for Little Ones*. This, we understand, is the first of a series of similar books; its subject is "The Life and Words of Christ." The life of Christ is given as a series of talks to which are added questions illustrations, showing the use of blocks, songs, and suggestions for teachers. The whole is prefaced by general suggestions on method of presenting the lessons. Teachers who have examined the plan have given it their unqualified endorsement. Every one knows that Sunday-school teaching in the past has been poor enough, and anything that will help to improve it will be heartily welcomed. (Bible and Kindergarten Music Co., Chicago. \$1.50)

*Methods in Primary Reading with Sound Chart*, by Sara A. Saunders, formerly critic in the Cortland normal school and present teacher of methods in the Brockport normal school, is a helpful little book for teachers who are striving to make little ones acquainted with the forms of written language. She prefers the "combination" method in preference to either of the three methods—"word," "thought and sentence," and "phonic" now before the public, and bases her preference on results as she has found them. The child, she says, should be taught first the written forms of those words with which he is already acquainted. Then she tells how to make the transition from print to script, to introduce the use of phonic characters, etc. If the advice given in her list of "don'ts" is followed it will save many humiliating blunders. (Educational Gazette Co., Rochester, N. Y.)

The most successful attempt at simplifying world-renowned literature for the use of primary pupils made recently is *Fairy Tale and Fable* prepared by Prin. John G. Thompson, of Fitchburg, Mass., and Supt. Thomas E. Thompson, of Leominster, Mass. This little book is for children who have acquired a knowledge of about two hundred words and about three hundred additional ones are introduced; the matter as presented has been tried in numerous cases with classes of young children and each time with the most gratifying success. One teacher recently wrote to the publishers: "I read it half through in one sitting to my little ones—eight, six, and three years—to breathless attention. The story of changing leaves is very fine." This is only a sample of the many enthusiastic letters. The success of the book is proof positive that the immortal works of Æsop and other writers can be put in shape to be enjoyed by the youngest school children. In the illustrating, the authors show that they believe that the best is not too good for children. There are reproductions of pictures by such artists as Landseer, Rosa Bonheur, Von Marcke, and Tryon. Teachers should not miss the opportunity furnished by this book of presenting literature and art to their first-year pupils. (New Century Educational Co., Boston and New York)

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## New Books.

Readers of the delightful series of papers on visits to homes of British authors will be glad that the publishers have begun a series on our own, entitled *Little Journeys to the Homes of American Authors*. The number for February is Caroline H. Kirkland's delightful monograph of "Bryant." She was a friend of the poet and writes of him as such, yet makes the essay all the more acceptable to most readers. (G. P. Putnam's Sons, New York.)

The plays of Shakespeare are the inheritance of the whole human race in general and of the English-speaking race in particular, and no home should be without a copy. If they are published in one volume either the print is too small for some eyes or the volume too heavy for convenient handling. The only satisfactory way seems to be to publish the plays in more than one volume. An edition has lately been issued in eight volumes that meets the requirements both in handy size and print, and at the same time holds a high place for scholarship. Each volume is 6x9 inches and 1 inch thick, the whole comprising a total of about four thousand four hundred pages. It is edited by J. Payne Collier, F. S. A., the great English Shakespearean commutator, and a life-long student of Shakespeare and his works. The founda-

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tion of this edition is the full and comprehensive edition of Mr. Singer, but the editor has used large discretion as to what should be included. For instance, the text is not overloaded with notes; the comparatively few that are deemed necessary are placed at the bottom of the page where they will almost invariably be read. In addition to the usual facts found in sketches of the life of the dramatist, have been included "new facts regarding the life of Shakespeare." There are also brief excerpts from some of the leading criticisms on the several plays. The retail price of these volumes is \$10 a set, but by dispensing with the profits of middlemen the publishers offer the eight volumes complete for the wholesale price. The reader must bear in mind that the reduction is obtained by dealing directly with the publishers. (Keystone Publishing Co., Philadelphia.)

A series of essays on the relations of the sexes, bearing such titles as, are we more moral than the savages? courage of conviction, the higher education of women, bachelors are dangerous, when should a man marry? the allurements of courtship, mercantile marriages, disadvantages of matrimony, advantages of matrimony, etc., by Louis Lombard, have been included in a small book called *Observations of a Bachelor*. For a so-called bachelor, the author shows a remarkably minute acquaintance with his subject. Although all will not agree with his conclusions, it must be admitted that he has presented the facts with remarkable accuracy. Furthermore, one cannot read many paragraphs in his book without seeing that he is on the side of good order and morality. The author has evidently thought long and deeply on the subject, and, it may be added, with good results. (L. C. Childs & Son, Utica, N. Y.)

A poem by Robert H. Vickers, entitled *America Liberata*, is very timely just now when Cuba is making such heroic efforts to secure independence. It consists of one hundred and thirty-eight stanzas, each containing a double quatrain. Ninety-nine out of every hundred citizens of the United States will agree with the sentiments of the author. The dealings of Spain with her American colonies is a blot on civilization. This carnival of crime the author describes in a vivid manner, some of his stanzas being very effective. The subject perhaps covers too wide a range for the highest effectiveness. There are portraits of Simon Bolivar and Gen. San Martin, two of the leaders in the war for independence. (Chas. H. Kerr & Co., 56 Fifth avenue, Chicago. 50 cents.)

To write a history of literature and treat all justly and still have it accord with every reader's judgment is an impossibility. The critic may have ever so judicial a cast of mind, we must still make some allowance for prejudice and personal preferences. However, in *A History of Nineteenth Century Literature (1780-1895)*, George Saintsbury of the University of Edinburgh, has shown an acquaintance with the subject and a catholicity of taste seldom equaled. After doing ample justice to Cowper, Crabbe, Blake, Burns, and a few minor writers, he proceeds to the consideration of the great lights of the first quarter of the century—Wordsworth, Coleridge, Southey, Scott, Byron, Shelley, and Keats. Wordsworth he thinks wrote a few of the best things and many of the worst ever written by a poet; Coleridge was a great poet who, on account of unsystematic methods, has left very little finished work; Southey was a respectable but not a great poet, but a great man of letters; Byron's great defect is a want of sincerity, but his influence on continental literature has been greater than that of any man's (he does scant justice to

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### Literary Notes.

*Appletons' Library Catalogue* is an octavo volume of 319 pages in which hundreds of volumes suitable for school or teachers' libraries are described. The lists include those of history, biography, physical science, mental and moral science, political and social science, finance and economics, hygiene and sanitary science, philosophy and metaphysics, technology and industrial arts, anthropology, ethnology, archeology, paleontology, literature, language, art, books of reference, poetry and essay, travel and adventure, pedagogy and education, fiction, amusements and education, evolution, religion, law, medicine, juvenile books, school and college text-books, etc. Many portraits of leading authors are given. Every teacher ought to have this catalogue.

A. C. McClurg & Co. issue Thomson Jay Hudson's *The Law of Psychic Phenomena*, in which the problem is treated from a purely scientific standpoint.

*The Bachelor and the Chafing Dish*, by Deshler Welsh, F. Tennyson Neely, publisher, is now in its second edition. When the woman is away, the man may find in this book a solace for all his gastronomic woes. The make-up of the book at the modest price of \$1.00 is as *fin-de-siècle* as the contents.

Ginn & Co. announce that they will begin at an early date the publication of a series of natural history readers under the general title of "Study and Story Nature Readers." The lower books for primary use will make familiar and interesting animals the subjects of pleasant and instructive supplementary reading. For grammar grades one book will begin with the lowest forms of life and trace the rising scale of powers and organs below the vertebrates. Another book of the series beginning at the head of the animal creation, will picture the four great divisions of the vertebrates in some of their most expressive types. The work is in the hands of the author of *Stickney's Readers*, and arrangements are being made for assistance from teachers and others who have made this subject a specialty.

It is somewhat remarkable, and may have passed unnoticed by many readers, that Mrs. Oliphant invented the name "Thrums," and used it in one of her early novels. Mr. Barrie re-invented it in total ignorance of his predecessor's book. The first choice of a fictitious name for Kirriemuir which appeared in his early sketches was "Whins."

—The Bookman.

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We now know that they are not constitutional, but local diseases of the lungs. They begin chiefly from colds, which inflame the lining of the air tubes and cells of the lungs, and fill them with unhealthy mucus. When the lungs are clogged they cannot perform their office, the breathing becomes short, fever arises, the patient is constantly racked by cough in efforts to clear the lungs, and the flesh and strength consume away.

These effects result from every attack of congestion of the lungs, whatever its cause. They can be remedied only by removing the congestion, and freeing the lungs from the matter which obstructs them.

The only treatment that is effective and certain is the direct application of healing remedies to the lungs by inhalation. It is an axiom of medical science that all local diseases require local treatment for their cure. Physicians who regard lung diseases as constitutional, and treat them through the stomach, do not expect to cure them. Temporary relief of the symptoms is all they look for or ever accomplish.

Not only must the lungs be treated by inhalation (which is the only way they can be reached at all), but the remedies inhaled must be adapted to the patient's strength and condition. Inhalation, of itself, is no remedy. It is only the means of applying remedies to the lungs. You may inhale what is of no benefit, or what will do you harm instead of good. The different kinds and stages of lung disease require different remedies. To know what to inhale in each case needs long experience in the application of this special treatment, and profound knowledge of the conditions to be met.

The importance of the lungs, in the economy of life, is seen in the fact that to cease to breathe for only five minutes is fatal. Every function is suspended by it, and a paralysis of death seizes upon the body.

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What, then, is this lung function which is so vital? What does breathing do? It purifies the old blood, and makes new blood out of the food we eat. If the purification does not take place, the whole system is paralyzed, and we die. If it takes place imperfectly, we are weakened and diseased by the impurity that remains, and can have no health until it is remedied.

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NOTE.—Readers of THE SCHOOL JOURNAL who are interested in the subject will receive a copy of Dr. Hunter's book free, by addressing him as above.

## Literary Notes.

The New York *Sun* devotes more than three columns to a review of *A History of Political Parties in the United States*, by Prof. J. P. Gordy, of Athens, O., and calls it "one of the most creditable and useful books that has ever been produced within its specific field." The part reviewed by the *Sun* is only the first volume of a history to be completed in three volumes and ends with the opening of the present century.

The title of *The Makers of Our Nation and Our Battles for Freedom* (A. W. Elson & Co., Boston.) has been chosen for a series of large plates,—Portraits of the men who gave birth to our republic, and of those who have made its onward march triumphant, as well as pictures of the scenes in which they were the chief actors. The work will have three distinct sides,—historical, patriotic, and artistic. For their three-fold value they should hang in every public school in America.

## Interesting Notes.

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A popular place to trade, not only for ladies of the Metropolis but for visitors, is the store of Arnold, Constable & Co., conveniently situated at Broadway and Nineteenth street. The goods to which they specially call attention at present are fancy and glacé mohairs, silk and wool suitings, plaids, stripes, and mixtures, check suitings, grenadines, printed challies, etc.

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There is great activity in the oil region of southeastern Kansas, and much is doing both in the boring of new wells and in the development of wells already put down to oil. Some 2,000 wells will be opened in that region within the next six months.

Large schools of fur seals have appeared off the coast near Santa Cruz, Cal., this month, and unprecedented catches have been made. The total catch since the seals appeared is said to be about five hundred, and the seals are much larger than those caught in previous years. A number of whales have also been seen off the same coast lately.

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